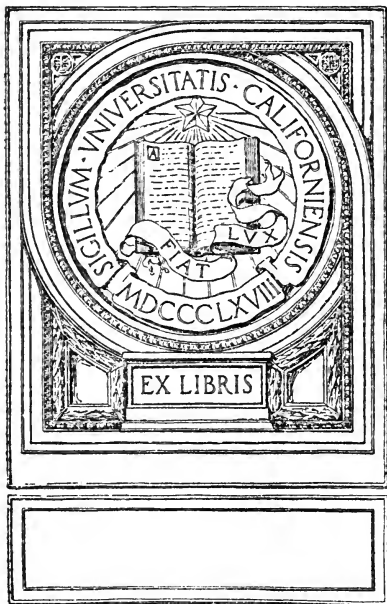




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A PATHFINDER  
IN  
AMERICAN HISTORY

FOR THE USE OF TEACHERS, NORMAL  
SCHOOLS, AND MORE MATURE  
PUPILS IN GRAMMAR  
GRADES

BY  
WILBUR F. GORDY  
PRINCIPAL NORTH SCHOOL, HARTFORD, CONN.

AND  
WILLIS I. TWITCHELL  
PRINCIPAL ARSENAL SCHOOL, HARTFORD, CONN.

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COMPLETE.

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IN  
AMERICAN HISTORY

STATE NORMAL SCHOOL  
LOS ANGELES, CAL.

BY

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PRINCIPAL NORTH GRAMMAR SCHOOL HARTFORD CONN.

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PART I

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## PREFACE TO PART I.

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IN placing this little book before the great body of American teachers, the authors hope to meet a long-felt need. During the last ten years an intelligent patriotism has found emphatic expression in public opinion, and this public opinion is making itself felt in our common schools. It demands an American flag in every school-yard; it demands everywhere systematic and thorough training for American manhood and womanhood. Teachers have been quick to respond to this demand and have given their faithful efforts to mapping out and putting into successful operation a plan of work in American history for primary, intermediate, and lower grammar grades.

Many difficulties have arisen, not the least of which has been the lack of a reliable guide to the best literature on this subject. Fortunately for the good cause, however, those who have been on the lookout for this literature have found it richly supplied from the pens of many able writers. The Pathfinder tells what this literature is, where it can be found, and what it costs.

The references have been made with painstaking care by two practical teachers who have for years been giving careful thought to this subject. While these references are not exhaustive, they include, we believe, the best children's books on this subject.

But we not only point out the right material; we also

try to show how it can be used to the best advantage. We do not suggest the introduction of a new study. On the contrary, our aim is to explain how, by a wise consolidation, history can be combined with language, reading, literature, and geography, with a positive gain to these studies. Our plan then will not, in a certain sense, *take* time. It will *save* it. We therefore call special attention to the suggestions found in the introductory essay as to the methods of teaching our national history in all its elementary stages, from the lowest primary to the higher grammar grades.

We mention the following additional points :—

1. The special reference list for first, second, and third years.
2. The outline of a course in supplementary reading.
3. A list of important anniversaries and some sample anniversary exercises.
4. Famous sayings of eminent men, which will be excellent for memorizing and for use in opening exercises.
5. Outlines of topics for the various years.
6. The suggestions on the grouping method, warmly commended to the thoughtful consideration of all teachers. It is a departure from the traditional way of confining children in any given year to a certain period or periods. We will not here discuss the question further, but hope the readers of the Pathfinder will examine our reasons for adopting the grouping system, which will, we believe, prove of great value wherever it may be faithfully tried. This is not a matter of theory with the authors, for they have, in their own work, demonstrated the practical value of all they suggest.
7. Lists containing titles, publishers, and prices of books.



8. A short list of the first books to buy. This will be a safe guide to those whose library fund is small and who must therefore exercise great care in buying.

9. A glimpse at the poetry, fiction, and biography bearing upon American history.

We believe the book covers a field hitherto unexplored in a systematic way, and that it will aid parents in the guidance of their children's reading quite as much as it will serve the special purpose for which it was written.

In looking up so many references, we have doubtless made some mistakes, and should be grateful to have such mistakes pointed out by our readers.

Part II., which will soon be placed in the hands of the public, will take up the text-book, and will try to show what to teach and how to teach it. Here, too, the bibliography of the subject will receive special consideration, and the relation of the history of America to its physical geography and to the contemporaneous history of transatlantic States will find a prominent place in the book.

THE AUTHORS.

HARTFORD, CONN., July 13, 1892.



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# INTRODUCTION

## PART I.

FROM 1855 to 1890 11,168,385 immigrants flocked to our shores, and this number would be swelled to still vaster proportions did it include foreigners coming to us from Mexico and the Dominion of Canada since 1885. From 1880 to 1890 5,246,613 came to us, and from June 30, 1890, to June 30, 1891, we received from foreign lands 405,654 men, women, and children, including a large number of the lowest grade of intelligence and morals. A great part of these people, crowding into our cities, fall into the hands of politicians, and become the ready tools of demagogues who use them to defeat the purposes of honest government. The results are perfectly natural. We have not been able to assimilate this material into our body politic, and the strain upon our republican institutions has been so tremendous that municipal government has proved a dismal failure. The Mafia episode in New Orleans illustrates in a striking way the truth of this statement. A score of such incidents might easily be cited; among them, the disturbances caused by the anarchists of Chicago, and by the miners in the coke regions of Pennsylvania. It is needless to recall them. The danger signal is ahead, and even the most optimistic

among us know that we have reached a critical period in our national history.

Another class of facts quite as significant to those who take a special interest in the great social and political problems of our day is that which relates to the average time pupils remain in our public schools. After the most persevering efforts it has been impossible to get at accurate statistics on this point. The following, however, cannot be far from true, when the entire country is taken into account. One-half of the pupils who enter school in the first primary grade leave at ten years of age; three-fourths of them at eleven years; and nineteen out of every twenty do not enter the High School.

That these two classes of facts have an important bearing on the kind of work to be done in our public schools needs no discussion. It rests with our great system of public instruction to give thorough training for intelligent citizenship, without which republican institutions are a mockery and delusion. This may be trite, but it ought to be emphatically repeated, for our schools are not doing what they should in acquainting the young with the character of the institutions by which they are governed, and which they will soon be expected to uphold and sustain.

France and Germany give much time to the teaching of national history in the lower grades. They do it in self-defence, knowing that by this training their boys and girls are developing an intelligent patriotism which in a

few years will yield an abundant return. If our republic would retain its strength, let it do the same.

In the course of study in nearly all our schools we find in grades below the grammar no reference whatever to work whose specific aim is to acquaint the pupil with the history of the country he lives in. We teach him to an unreasonable extent about certain names he finds on his maps, and which he knows as names of capes, towns, islands, rivers, mountains, and seas, located in various far-away and dimly understood regions of this big world of ours. But the history of his native land, the lives of his countrymen whose bravery and patriotism would inspire and ennoble his own life—all this is left until he reaches the higher grades of the grammar school. As we have already seen, seventy-five out of every hundred the country over never reach these grades at all. So they go out into the world to shoulder the responsibilities of citizenship without having gained from their school life that which would be of untold benefit to them in interpreting the meaning of their political environment. If their good fortune enables them to reach the grammar grade, they spend a single year, or perhaps two, in memorizing the dry details to be found in some condensed record made up largely of wars and dates. Such work may strengthen the memory, but it stifles the imagination and deadens the enthusiasm that might be felt in studying life-like pictures of men and manners of bygone days.

Fortunately, this state of things is not true of all our schools, but there can be no doubt that it is true in a large measure of the greater part. That such a condition exists is very remarkable when we consider the purpose for which the public schools were founded. It is unnecessary to state what that purpose was. We all believe alike that our system of education is the great mainstay of the republic. We expect the schools to make of our boys and girls loyal men and women; citizens whose devotion to the public weal will be unselfish and true; Americans who will breathe a lofty American spirit. The great duty of the hour, then, is to fill the youth of our land with genuine Americanism; and the sooner we bring them into sympathetic touch with American ideas, with American men and women of the past, with American institutions of the past and present, the sooner we shall fit them to enjoy that rich inheritance our New England forefathers, liberty-loving to the last, left for them to enjoy. Unquestionably the importance of American history demands that it shall find a place in the first year of the child's school life, and that, in a systematic way, the work there inaugurated shall be faithfully followed out until the higher grammar grades have been reached.



A  
PATHFINDER IN AMERICAN HISTORY  
FOR USE IN SCHOOLS



## THE EDUCATIONAL VALUE OF THE STORY

---

**In the first and second years** simple anecdotes should be read or told to the pupils. As the main thing to be kept in mind here is to interest the children, these anecdotes should deal, for the most part, with that which is extraordinary or full of adventure. They should furnish pointed examples of heroism, kindness, unselfishness, self-control, courage, patriotism, devotion to right and duty, love of truth and justice, and so forth.

Please note that no mention is to be made of time or place, as chronology and geography belong to a later stage. Nor is it desirable that all of the characters or incidents be taken up in regular order.

Children of the age we have in mind can have only the most rudimentary ideas of time and space relations. Of course it is easy to tell them the date of any event, and teach them to associate the idea with it. But 1492, 1607, and 1620 are altogether without meaning, because the child can know nothing of the ideas here symbolized. "Yesterday," "last week," "last year," appeal to him; but the expression "one hundred years ago" is as meaningless as the inscriptions on the Babylonian monuments.

These stories and incidents may be taken up in chronological order, if the teacher prefers. Such a course can do the children no harm. But their little brains should not be forced to puzzle over dates.

The object should be to enliven the interest of the children by making as vivid as possible characteristic incidents in the lives of those who have found a worthy place in the annals of their time. It matters not, then, in what order these incidents may be given, nor is it of importance how much of all this simple material each child may remember. Children at this stage take in far more than they can tell; so do mature minds when dealing with the highest and noblest in literature. The best impressions received from reading Carlyle or Emerson men and women find it impossible to express in language. The subtle and spiritualizing influences of such thoughts find appropriate expression only in life and character.

The educational value of these stories does not depend upon their literal accuracy. The incident of William Tell and the apple loses none of its force because scholarly critics have led us gravely to doubt that William Tell ever lived. Whether he lived or not, the Swiss love of freedom and bitter disdain of Austrian tyranny did live. William Tell merely impersonates the spirit of liberty that dwelt in those hardy mountaineers. All the marvellous stories told of Robert Bruce and William Wallace may not embody historical facts, but in a higher sense

they are true, because they illustrate the spirit of the Scottish people stoutly resisting English encroachments.

It has been urgently claimed that the incident so beautifully described in "Barbara Frietchie" never took place, and the critic who revels in prosaic fact-lore has found in the claim something to make glad the heart. But this inspiring poem has its deep significance in what it symbolizes. When General Lee with his "famished rebel horde" marched "over the hills of Maryland" he expected to find an enthusiastic welcome. He thought the stirring notes of "Maryland, my Maryland" would be accompanied by the tramp of brave Marylanders hurrying to join his army. Keen was his disappointment to find loyalty to the Union and enthusiastic devotion to the stars and stripes. Barbara Frietchie, "bowed with her four-score years and ten," merely impersonates this spirit of patriotism that drove back the distinguished Southern general from Northern soil. Whittier has immortalized in words that warm our hearts to-day that love for the Union which made it impossible for General Lee to carry out his plans north of the Potomac in 1862.

Drums and trumpets, fifes and bugles, muskets and cannon, campaigns and armies; merely symbolize the great spiritual forces residing in the men and women of any time. The best myths and stories of any age and country are those that impersonate in heroic characters the spiritual forces peculiar to that age and country. This fact has given the myth its significance in the his-

tory and literature of every nation. It is for this reason the Iliad and the Odyssey have been called the Greek Bibles.

We must discriminate, however, between historic and poetic truth; between history and poetry or fiction. To understand the history of any period we need to know far more than the outward events that seem to have been brought about by statesmen and warriors. We must interpret the meaning of these events. We must find out what were the moving forces that then animated men. The best poetry and fiction does this for us and thus preserves, in an artistic form, what is in the highest and best sense true of any nation or period. As to the names of the characters selected to typify and illustrate these great truths, and as to the literal accuracy of the incidents that may be associated with these characters, it matters little. The duty of poetry and fiction is performed when they acquaint us with the living realities which they seek to symbolize in language and song.

---

## WHERE TO BEGIN

**We are to begin at once**, then, to cultivate in the child a warm interest in that which will inspire him now and add to his patriotism later on. If he is more interested in the early life of Abraham Lincoln than in the

romantic adventures of Columbus or Pizarro, begin there. If he enjoys the simple stories of Barbara Frietchie and Eddy the drummer-boy, more than the recital of Paul Revere's ride, by all means yield to his preference. But let the work be done as carefully, as systematically, as faithfully, as the work in reading and number. Of course it will have to take the form of language lessons, in which for a long time the teacher will do nearly all the talking. Little should be expected from the children at first, but they will grow rapidly, and will in time give back nearly all they hear. Many of the stories should be told, some should be read. The book, if well selected, will tell the story in language very different from that which the teacher uses, and it is important that the children should soon begin to be made acquainted with such literary form of expression.

We wish to caution teachers, however, against doing very much of this reading during the first two years. By far the greater number of anecdotes and incidents should be told. Everything will depend, too, upon the way in which the telling is done. The teacher herself must feel a deep interest if she would arouse any enthusiasm among her pupils. The pupils readily catch the spirit of an earnest teacher in this as in every other subject.

## THE USE OF PICTURES

**Very free use of pictures** during these first two years, and in the subsequent grades also, is enthusiastically recommended, since frequently an excellent picture expresses more than pages of printed description. Eggleston's histories, it is well known, are unrivalled in this field, especially when manners and social life are considered. But as regards the anecdotes themselves, Pratt's American History Stories, Eggleston's First Book in American History, Wright's Children's Stories in American History, Wright's Children's Stories of American Progress, Gilman's Historical Readers, and Montgomery's Leading Facts in American History, contain most of what is needed. For the first two years Monroe's Story of Our Country, Pratt's little volumes and Eggleston's First Book will furnish nearly all that is really necessary for the work, which will prove by no means difficult to any average teacher. Certainly as a means of language teaching, were we thinking only of pure language, nothing could give more satisfactory results. A single half hour a week will be ample time to devote to this line of work in the primary grades.



## GROUPING TOPICS

**In the third year** the work may rightly begin to take on a wider scope. We can now, in a very simple way of course, begin to touch upon great movements, still stripped of geography and chronology; but in the main we must confine ourselves to biography, for it is the human element that, in the boy as well as in the man, awakens interest. In the selection of topics, however, a little more method should be used than in the first two years. We recommend that from this point on to the time when the textbook is reached the topics be divided into five groups, and that these topics be taken up in chronological order. The following are the groups we have selected:—

1. Explorers and Discoverers.
  2. Colonization.
  3. The Last French War and the Revolution.
  4. The Republic from 1789 to 1820.
  5. The Republic from 1820 to 1865.
- 

## GROUPING METHOD ILLUSTRATED

**Something should be done with each one of these five groups every year**, in order that the boy who leaves school early in life may learn at least a little about each of the leading epochs of our national history.

If the teacher prefers, he may select only one or two topics from each group, since these will easily serve as types for all the rest. Bearing in mind constantly that those topics are to be preferred that will kindle the most enthusiasm, the aim should be so to interest the children that they will in time be eager to read for themselves more about the period they may have in hand. The result, with the average boy, will be highly satisfactory, for he will develop an appetite for biography, history, and books of travel, and will unconsciously store away moral strength for a future day of usefulness. There is no doubt that the topics can be treated so simply that children will thoroughly understand and enjoy them. No attempt at anything more than the most sketchy work should be thought of. A few seeds lodged in the children's hearts will bring forth much fruit in later years.

**In the fourth year** geography should be begun. The method of topic grouping for the fourth year will be better understood, perhaps, by a reference to group 2, which deals with colonization. The thirteen colonies naturally divide themselves into three sections, the New England, the Middle, and the Southern. Massachusetts is selected to represent the New England group, Virginia to represent the Southern, and Pennsylvania or New York to represent the Middle Colonies. When the pupil gets a fairly good idea of colonial life in any one of these representative colonies, he will have an intelligent notion of the section itself. To the possible objection that there

will not be time at this stage to learn something about each one of these typical colonies, it is suggested that two only be taken up, and if there is not sufficient time to learn something of two, touch upon one only. The thing insisted upon here is that in every year the boy shall learn something about colonization, and whether he takes one type for a given group, or more than one, is immaterial. That will be a question for the teacher to decide in each case. That which most truly succeeds in stimulating a desire to know, and in arousing the keenest interest, will determine for the teacher the right plan to follow.

Since the course here marked out assumes *that the children are six years old when they enter upon it*, they are in their tenth year when the fourth year work is begun, and they will absorb these live facts with eagerness and rapidity. They are not prepared to dig deep into the logic of historic development, but they are prepared to skim over the surface and cull out material here and there which will be invaluable to them in later years when the relation of cause and effect has for them a distinct meaning. Our purpose is to give them a few interesting facts about a great many things, as we well know that what they learn under the best of teachers is very little compared with what they will acquire by their own reading, if once they learn to read for themselves. Whatever is most conducive to such an end is most serviceable to them; for it cannot be too strongly emphasized that it is not cramming indiscriminate facts into children's memories that devel-

ops strong intellectual and moral fibre. The spiritual must grow with the intellectual. The real teacher is one who can inspire as well as instruct, and he can find no better test of his skill than is to be found in this historical work.

---

## MANNERS AND CUSTOMS

**Manners and customs** should find a prominent place, because in this way history is made vivid and picturesque. Nothing will stimulate the imagination more nor give a richer setting for sterner facts than an acquaintance with the life and society of earlier times. Eggleston, Scudder, Higginson, McMaster, and other excellent writers have given us charming pictures of the old colonial days, and he would be an unusual boy who would not revel in the study of the quaint and curious customs of the past. The children should be led to associate, in imagination, with the stern New England Puritan, with his intolerant but self-sacrificing spirit, the jolly old Dutchman, taking life easily and smoking his social pipe, and the extravagant and hospitable Virginian, lording it over a hundred slaves on a vast plantation. Lead the pupil vividly to imagine the houses and furniture of these men; what they ate and drank; how they dressed; how they travelled; their churches and church-services; their wedding and funeral customs; and so on. These things will clothe skeleton facts with life and color.

## LOCAL HISTORY

**It is not necessary** to dwell upon the reasons for doing something every year with the State the children live in. This will bring the truths of history home to them, especially when the local history, in which so many sections are rich, is brought out in bold relief. It will be easy to stir the feelings of our young people by acquainting them with the heroic deeds of such characters as John Brown, Nathan Hale, Israel Putnam, Jonathan Trumbull, Colonel Ledyard, General Terry, and other noble sons of old Connecticut. What is true for Connecticut, is also true for other States, so many of them numbering among their sons scores of historic names.

## SUPPLEMENTARY READING

---

**Much of this work** can be well done in the reading class. Dodge's *Stories of American History*, or Pratt's *American History Stories*, may be introduced in the fourth year of the course here outlined. As the four little volumes of Pratt's are not graded, any of them may be used when they are introduced. It would suit our plan much better, however, could parts of each volume be read during any year they may be used, because each volume deals with a different period. Vol. I. covers discoveries and explorations (Group I. in our outline), colonization (Group II.), and goes to the end of the Last French War. Vol. II. begins with the Revolution and goes to the formation of the Constitution, leaving the republic to be discussed in the remaining two volumes. Now, if these four volumes were in one, the teacher could combine language and reading so as to make the two bear upon the historical work of the same period. Pratt's *American History Stories* can be used in the fifth year also,<sup>1</sup> and the same may be said of Dodge's *Stories of American History*.

<sup>1</sup> Dodge's *Stories of American History* is so delightful that it deserves special mention. Few children ever read it without thoroughly enjoying it and being led to desire to know more of the topics it touches upon.

In the fifth or sixth year<sup>1</sup> Eggleston's First Book in American History, which is superb in many ways, may be used in the reading classes. This book is adapted to the plan proposed, because it touches on all groups, and the same may be said of Scudder's Short History of the United States, which may be read in the sixth or seventh year. Abernethy's Franklin's Autobiography contains first-class material for reading in the sixth or seventh year.

Last but not least desirable in the supplementary reading list, which we would name as suitable for this course, are the Young Folks' Series, published by Lee & Shepard, and the Historical Classic Readings, published by Effingham Maynard & Co. The first is a series of eight paper numbers, edited by Thomas Wentworth Higginson, and contains most interesting matter from original sources.

The numbers in order are as follows : —

1. The Legends of the Northmen.  
Columbus and His Companions.
2. Cabot and Verazzano.  
The Strange Voyage of Cabeza De Vaca.
3. The French in Canada.  
Adventures of De Soto.
4. The French in Florida.  
Sir Humphrey Gilbert.
5. The Lost Colonies of Virginia.  
Unsuccessful New England Settlements.

<sup>1</sup> Gilman's Historical Reader, in three volumes, is excellent for fifth or sixth year work.

6. Captain John Smith.  
Champlain on the War Path.
7. Henry Hudson and the New Netherlands.
8. The Pilgrims at Plymouth.  
The Massachusetts Bay Colony.

The second series consists of ten paper numbers, as follows : —

1. Settlement of Virginia. By Captain John Smith.
2. The Discovery of America. By Washington Irving.
3. The Plymouth Plantation. By Gov. Bradford.
4. King Philip's War and Salem Witchcraft. By Gov. Hutchinson.
5. The Mississippi Valley. By John Gilman Shea.
6. Champlain and His Associates. By Francis Parkman.
7. Braddock's Defeat. By Francis Parkman.
8. First Battles of the Revolution. By Edward Everett.
9. Colonial Pioneers. By James Parton.
10. Heroes of the Revolution. By James Parton.

Both series are of great value in many ways. Each of the numbers contains from forty to sixty pages and thus gives rather full accounts of the topics treated. One of the best features of the series, however, is that many of the numbers are real classics and therefore introduce our pupils to some of our best historical writers. We know of nothing better in the way of training pupils to go to original sources and investigate for themselves.

NOTE. — We merely outline a course of supplementary reading, naming two or more books that may be read with profit in a given year ; but we do not recommend that all of them be read. The teacher will select from the list what is most accessible.



## READING AND THE READING BOOK

**If the objection is raised** that there is not time to do all this in our reading classes, the answer is twofold. In the first place, it will be easy to carry out this plan without reading all of these books in the reading class. In the second, there will be plenty of time for this reading and much more that is equally valuable from many standpoints, if the modern school reader is laid upon the shelf, there to enjoy a long and well-earned rest. The time is coming when the commonplace, fragmentary reader must give place to something that has more merit. When in their religious zeal our New England forefathers said that nothing but the Bible should be read in school, they were from a literary standpoint building better than they knew. "Behold the fowls of the air, they sow not, neither do they reap, nor gather into barns; yet your heavenly Father feedeth them. Are ye not much better than they?" "Consider the lilies of the field, how they grow; they toil not, neither do they spin; and yet I say unto you, that even Solomon in all his glory was not arrayed like one of these." Think of the effect of feeding children on such diet as this, day by day, and then contrast this beautiful, simple, and poetic language with much of the verbiage they now find in their readers. A return to the Bible as a reading book is by no means advocated, but the point upon which we insist is that the reading material used in

our schools of to-day is inferior to that of two hundred and fifty years ago in Puritan New England. It is a gross injury to keep a boy many precious years absorbing such weakening stuff as some of our school readers contain. If children learned any faster to read by using this material, there would be some excuse for our present course. But they do not. They will advance as rapidly upon the English of Eggleston or Scudder, Hawthorne or Dickens, as when reading the third-rate literature that is now often forced upon them.

We may seem to some teachers rather harsh in what we here say of the average modern school reader. We believe we are just. Some readers, we gladly admit, are exceptionally good so far as the literary merit of the selections is concerned. We are willing to go further. The literary flavor of these best readers may be superior to some of the books we recommend. But still there remains the objection grounded upon the scrappy, miscellaneous character of the reader. We emphatically claim that whereas in the first three years of school life the boy learns to read, he should thereafter read to learn. After passing through the primary grades, nothing should be read merely for the sake of teaching reading. The boy's knowledge or culture should be steadily kept in view.

## PATRIOTIC POEMS

**There ought to be time** for memorizing our national songs and for commemorating by appropriate exercises a few important national anniversaries.<sup>1</sup> Every schoolboy ten years old should be able to repeat without the omission of a word "Paul Revere's Ride," "Barbara Frietchie," "The Landing of the Pilgrims," "Independence Bell," and the words of America, Hail Columbia, and the Star-Spangled Banner. There would be plenty of time for this if our devotion to the modern school reader were a little less strong. The history of our Stars and Stripes should become a part of every American schoolboy's life. Let him learn to revere and love the dear old symbol of national union. We hope the day is not far distant when this flag will wave from every schoolhouse roof in the land. Let us inculcate true patriotism — love of country — but let us at the same time beware of a so-called patriotism which is nothing but flap-doodle, loud-mouthed Fourth-of-July oratory, laying great stress upon national wealth, boasting of our ability to whip any other country on earth, and so on, but saying nothing of the relation between national power and the moral worth of the quiet, peaceful, manly citizen.

Our schools should teach that the power and greatness

<sup>1</sup> On pp. 32-35 we give a list of important anniversaries, following which will be found two anniversary programmes.

of the nation depend directly upon the moral worth of each individual in its midst. Before the close of the Civil War, there were in the field, fighting against the cruel wrong of slavery, one million men; but they were doing no more important work than the much larger and greater army of men and women, boys and girls, who gather from day to day in the public schools of this land. They are developing the moral strength of those soon to guide the ship of state, and preparing to aid in the defence and protection of their country's honor and fair name.

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## GEOGRAPHY AND HISTORY

**From the beginning of the fourth year** every event should be located on the map. As the growth of history is largely the result of geographical conditions, it is important that children shall early begin to cultivate the habit of associating every fact of history with its peculiar physical environment. Constant reference should therefore be made to the map until the pupils never think of reading history without having before them a map. This habit will be of invaluable service to them, as it will help to make their knowledge definite and vivid. At the outset, of course, the teacher will have to point out all the places on a large map hanging before the pupils, but later the pupils will use their own maps,

aided, if necessary, by the large map. Suppose the children are talking with their teacher about Columbus. Let us see how much geography may serve them. Genoa, his birthplace ; the Mediterranean on which he sailed when a boy ; Portugal, which he reached by vessel (trace probable course of vessel) ; Africa, along the coast of which he sailed after leaving Portugal ; England, to the north of which he then sailed ; Spain he afterward visited. The Canary Islands, the Atlantic Ocean, San Salvador, Cuba, and the West Indies serve to outline his first voyage of discovery. So we might go on sailing in imagination with the daring, heroic discoverer until cruel injustice stopped him in his remarkable career.

If the children are reading about Henry Hudson in Eggleston's First Book in American History, they will find mention in order of the following places : England, the West Indies, America, Portugal, Africa, India, Eastern Continent, Europe, Asia, London, China, Russia. These appear in the introductory paragraphs and are not so important as those found in connection with the voyages and discoveries of Hudson. But if these paragraphs are read it will be just as well to point out on the map everything referred to in the reading. Starting out with Hudson, the children should sail in imagination with him as they did with Columbus. The idea will please them, especially when they see a picture of the famous vessel, The Half Moon, in which Hudson made a part of his voyage. Trying to reach China, he sailed in

1607, in the little ship Hopewell, among the icebergs of the Arctic seas. In this voyage he touched upon Spitzbergen and Nova Zembla. In later voyages the children's minds should be called to Amsterdam, Newfoundland, James River, Delaware Bay, New York Bay, Hudson River, Catskill Mountains, Albany, England, Holland, Hudon's Bay.

If the pupils will join the brave, blunt Captain Miles Standish on the historic Mayflower, share his sufferings on the voyage, endure the bitterness and privation of that trying winter spent on the bleak New England shores, they will have living pictures of those austere men and those rigorous times. To aid in closely associating geography and history, the children may read and talk about the Pilgrims when they are studying about Massachusetts; William Penn may be associated with the geography of Pennsylvania; John Smith, Washington, and Jefferson with Virginia; Hudson with New York; Champlain with the St. Lawrence River and Lake Champlain; De Soto, La Salle, and Father Marquette with the Mississippi River; De Leon and Narvaez with Florida; Pizarro with Peru; Cortez with Mexico; the discovery of gold with California; and so on. When the pupils are studying the geography of their native State, a great deal of local history should be interwoven. In all these cases the history and geography will equally assist and supplement each other. The man will lend a living interest to the place. The place with its associations will locate the man, so that he

will be a real person, with living interests, not easily forgotten. Most facts in geography not so associated are of little worth, since they cannot enlarge the pupil's intellectual and spiritual horizon and bring him into closer sympathy with the world of men and women about him. We believe the purpose of geography should be to furnish a stage for the great drama of human history. If we are correct, the only part of geography worthy of a place in our schools is that which will help the learner to interpret the meaning of history and find out the secrets which the logic of events has to unfold.

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## LANGUAGE AND HISTORY

**One great reason** why children do not talk or write better in an average language lesson is that they have but little to say. Here the teacher is probably at fault. Her duty is unfulfilled if the boy is not full of his subject before attempting to express his thoughts. Given a subject in which he has a genuine interest it will be easy enough so to stimulate ideas that he will be willing, not to say eager, to express them. The work in history here outlined will easily give the desired stimulus.

Suppose the children are doing fourth year work and are reading and talking about Putnam. The reading lessons should be talked over until the children are sure of

a number of interesting facts. Let them ask ten questions or make ten statements about Putnam. If the special object is to lead them to write short sentences without the use of superfluous "ands," they may be directed to ask ten questions and write the answers to them. Then they may be required to read the answers in such order as to make a connected narrative. Very soon the written questions may be omitted and in their place mental questions — questions the children think out before they write the answers in consecutive statements — may be substituted. This kind of lesson, if thoroughly taught for a few times, will yield large returns. It requires considerable mental effort on the part of a child to write short sentences rather than to move glibly on with many "ands," "buts," and other connectives without periods. He needs special help here. At first his sentences will not be well connected, but that is not a serious matter. The facility and fluency naturally arising from constant practice will furnish the needed correction.

This and every other written exercise, however, especially with children in intermediate and lower grammar grades, will be far more successful if preceded by much oral work. The facts should all be brought out in conversation lessons and made perfectly clear to the pupil before he is expected to write about them. This has been said substantially in the preceding paragraph, but is purposely repeated, in order to lay special stress upon the importance of more oral language than is usually found



in the average school. Many teachers, feeling hurried by the demands of a crowded curriculum, hastily give the children a few dim and misty notions and then proceed with a language lesson. A few bright children who easily catch ideas on the fly, and a very few naturally fluent children who can be rather glib without ideas, talk. The other pupils sit in their seats dumb and listless, or else rise in their places only to stammer and stumble or utterly fail. The teacher is either impatient or discouraged, and possibly finds fault with her apparently careless pupils because they are not more attentive. The same children, filled with ideas, will be wide awake, prompt, and eager to tell what they are confident they know.

Let us call attention to another kind of language lesson. This time the exercise is oral, and the special object is to help the boy to stand squarely on his feet and talk in well-defined sentences, stripped of needless connectives, especially "ands." Here again the lesson will be a total failure unless the pupil is full of his subject. But if he has ideas he can be led to move on slowly, by telling one thing and then pausing for a moment before making another statement which he has thought out. In a few months, under skilful training along this line, excellent oral language will be the result in any average school-room of the grades we have in mind.

As an illustration, there comes to mind an incident that occurred in a Hartford grammar school a few years ago. A diffident boy in the highest grammar grade was

requested to write a letter giving an account of his vacation. He sat at his desk for some time without writing a word. The teacher, observing him, called the boy to the front of the room and asked him why he did not write. In sullen tones the response came, "I don't know what to write." The teacher made a few suggestions, but still the same answer in the same sullen manner. The boy was evidently honest in the conviction that he hadn't anything to say that was of interest to himself or to anybody else. Under such circumstances the teacher, knowing the character of the boy, felt that it would be unwise to insist that the exercise should be written.

A few days afterwards, however, the class in history reached the battle of Lexington and Concord. The teacher told the pupils to imagine themselves as living in one of these towns at the time of the battle and be prepared to write to a friend a letter dated the day after the British were driven back to Boston. In this letter they were to give an account just as vividly as they could of their personal experiences on the day when these stirring events took place. Very interesting accounts of the battle were placed in the hands of the boy who had a few days before been as silent as a statue, and the result awaited with interest. This interest was intensified tenfold, however, when the letter was read. It was full of lifelike pictures, and showed that the writer had in imagination lived amid the scenes which in glowing language he described. The boy had something to say and he said it.

Another exercise of great value is one in which the specific aim is to cultivate fluency. This exercise belongs more especially to the grammar grades. The children knowing well the facts to be narrated, are requested to write as rapidly as they can for ten or fifteen minutes. The time is made short in order that they may not become so tired as to be careless in their work. Very great care about paragraphing and other matters of detail that are of real importance is not here insisted upon. The aim is fluency, and therefore the pupil's efforts should be concentrated upon saying fairly well as much as he can in a given time. He need not be slovenly or careless in doing this, nor will he be if rightly guided. If, however, the teacher fetters him by insisting upon perfection in the mechanical part of the exercise, little good in the direction of fluency will be accomplished. The exercise will be diffuse, and the penmanship will not be the best, but the pupil will be acquiring great facility of expression.

A day or two after he has handed in his exercise, it may be returned to him with the request that he correct it by pruning, re-arranging sentences, and so on. If this exercise is given often in grammar grades the pupils will enter the high school ready to write easily and naturally on subjects they are familiar with. But something more than fluency and accuracy is necessary in the use of their mother-tongue. They need special training, and a great deal of it, in the systematic and logical arrangement of their ideas. To that end paragraphing should be begun

as early as the fourth grade and continued with untiring persistency through the remaining grades below the high school. The work is by no means difficult. Let us suppose the children are reading with the teacher about the Indians in Higginson's Young Folks' History. Here are the topics that have been used : —

Name — how they look — dwellings — roving habits — strength and endurance — bravery — dress — food — the snow-shoe — the canoe — squaws — training children — money — war dances — bow and arrow and tomahawk — religion — burial.

As the book is read the topics are selected and talked over, the pupils making a list of them in note-books. Whenever they talk about the Indians thereafter these topics are used as a guide. Finally they write, and then each topic has its corresponding paragraph.

Topics for Columbus in Higginson's Young Folks' History of the United States : Birth — early life — what people believed about the shape of the earth — what caused Columbus to believe that he should find India by sailing west — efforts to secure aid — success with Isabella — story of the Queen's confessor — sailing for India — fears of the sailors — signs of land — landing on San Salvador — visits other islands and returns to Spain — other voyages — what he thought of the land he had discovered — death and burial.

Topics made from the chapter on De Soto in Children's Stories in American History : Birth and parentage — Child-

hood and youth — personal appearance and accomplishments — Dom Pedro sends him to college — Isabella — De Soto in America — marriage — plans to conquer Florida — description of his army — leaving San Lucas — arrival at Tampa Bay — march to Indian Village — taking possession of it and why — Indian Captives — Ucita — Ucita's reply to De Soto — De Soto's treatment of the Indians — effect upon Ucita — Juan Ortiz — brief account of his life among the Indians — De Soto's expedition with Ortiz — De Soto and the princess — the Indian Queen — the young guide — gold and silver — De Soto's visit to the sepulchre — taking the princess away — her escape — De Soto and the Indian chief — pearls — dark, sad days — determination to find gold — the great discovery — building the cross and prayer for rain — the search continued — De Soto's disappointment — death and burial.

Sketch of Daniel Webster in Strange Stories from History : Birth — early school life and fondness for reading — weakness as a declaimer in school — his private tutor — going to college — his extravagance — dislike of farm work — school teaching and the study of law.

Lincoln in Poor Boys Who Became Famous : Home in the log cabin — influence of his mother — grief at his mother's death — his mother's funeral — his early reading — stepmother's influence upon him — "Life of Washington" — loss of the volume — early life after leaving school — kindness — in a country store — desire to study law — life on a flat boat on the Mississippi — rail split-

ting in Illinois — “Honest Abe” — politeness — how he studied — the case in court — pardoning the sentinel — the old colored woman — assassination.

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*A COURSE OF SUPPLEMENTARY READING IN  
UNITED STATES HISTORY.*

**Fourth Year.** Dodge's Stories of American History; or any of Pratt's American History Stories.

**Fifth Year.** Dodge's Stories of American History; any of Pratt's American History Stories; Eggleston's First Book in American History.

**Sixth Year.** Gilman's Historical Readers; Eggleston's First Book in American History; Scudder's Short History of the United States; Abernethy's Franklin's Autobiography.

**Seventh Year.** Historical Classic Readings; Lee & Shepard's Young Folks' Series; Abernethy's Franklin's Autobiography.

## IMPORTANT ANNIVERSARIES

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The following table of anniversary dates is given, hoping that it may be helpful in the way of suggesting something entertaining and instructive for the opening exercises of the school.

Of course we do not recommend that these dates be memorized. They are arranged in this simple and convenient way that the teacher may select those of most importance, on the days made memorable by the events designated, for general comment, or commemorative exercises. Children will usually take more interest in the great historical events on their anniversary days than at any other time.

These dates may be advantageously used on such occasions as the basis of some arithmetic work. Suppose the date to be June 14, Flag Day, such questions as the following might be asked: How old is our flag to-day? How many decades have passed since the Stars and Stripes were adopted as our standard? How many generations have been born and have passed away since June 14, 1777? How much older is the Declaration of Independence than our flag? How old was the flag when the Constitution became the basis of our government? etc.

This correlation of two studies by using figures that have an historical significance will add to the interest of the children in both.

But the principal part of the exercise, of course, should relate to the event that the day is the anniversary of, its historical importance and present significance.

#### JANUARY.

- 1, 1863, Emancipation Proclamation.
- 2, 1788, Georgia ratified the Constitution.
- 8, 1815, Battle of New Orleans.
- 9, 1788, Connecticut ratified the Constitution.
- 15, 1865, Unionists captured Fort Fisher.
- 26, 1837, Michigan admitted to the Union.
- 29, 1861, Kansas admitted to the Union.

#### FEBRUARY.

- 2, 1848, Treaty of Guadalupe Hidalgo.
- 6, 1788, Massachusetts ratified the Constitution.
- 6, 1778, France acknowledged independence of United States.
- 8, 1861, Confederacy organized and Davis elected.
- 12, 1809, Abraham Lincoln born.
- 14, 1859, Oregon admitted to the Union.
- 22, 1732, Washington born.
- 24, 1868, President Johnson impeached.

#### MARCH.

- 1, 1867, Nebraska admitted to the Union.
- 3, 1845, Florida admitted to the Union.
- 4, 1789, Constitution went into effect.
- 4, 1791, Vermont admitted to the Union.



- 5, 1770, Boston Massacre.
- 9, 1862, Engagement between Monitor and Merrimac.
- 12, 1864, Grant made commander of Union Army.
- 15, 1820, Maine admitted to the Union.
- 21, 1854, Perry's treaty with Japan.

APRIL.

- 9, 1865, Lee's surrender.
- 12, 1861, Fort Sumter fired upon.
- 14, 1865, President Lincoln assassinated.
- 15, 1861, Lincoln's call for troops.
- 19, 1775, Battle of Lexington.
- 19, 1861, Massachusetts troops mobbed in Baltimore.
- 26, 1865, Gen. Johnston's surrender.
- 28, 1788, Maryland ratified the Constitution.
- 30, 1812, Louisiana admitted to the Union.
- 30, 1789, Washington inaugurated.

MAY.

- 1, 1766, Stamp Act repealed.
- 6, 1871, Alabama Treaty.
- 7, 1864, Beginning of Sherman's March.
- 11, 1858, Minnesota admitted to the Union.
- 11, 1846, Declaration of war with Mexico.
- 14, 1607, Jamestown, Virginia, settled.
- 23, 1788, South Carolina ratified Constitution.
- 24, 1844, First telegraphic message.
- 29, 1790, Rhode Island ratified Constitution.
- 29, 1848, California admitted to the Union.

JUNE.

- 1, 1774, Boston Port Bill.
- 1, 1792, Kentucky admitted to the Union.
- 1, 1796, Tennessee admitted to the Union.

- 14, 1777, Adoption of Flag by Congress.
- 15, 1836, Arkansas admitted to the Union.
- 15, 1775, Washington chosen commander-in-chief.
- 17, 1775, Battle of Bunker Hill.
- 18, 1812, War with England declared.
- 19, 1863, West Virginia admitted to the Union.
- 20, 1867, Alaska purchased.
- 21, 1788, New Hampshire ratified Constitution.
- 24, 1497, Cabots discovered Cape Breton Island.
- 25, 1788, Virginia ratified the Constitution.
- 29, 1629, Salem settled.

## JULY.

- 2, 1881, President Garfield shot.
- 3, 1863, Union Victory at Gettysburg.
- 4, 1776, Declaration of Independence.
- 4, 1826, Death of Jefferson and Adams.
- 21, 1861, First Battle of Bull Run.
- 26, 1788, New York ratified Constitution.
- 28, 1868, Fourteenth Amendment adopted.

## AUGUST.

- 1, 1876, Colorado admitted to the Union.
- 3, 1492, Columbus sailed from Palos.
- 10, 1821, Missouri admitted to the Union.

## SEPTEMBER.

- 3, 1609, Hudson River discovered.
- 3, 1763, Treaty of Paris, close of French and Indian War.
- 5, 1774, First Continental Congress.
- 9, 1850, Minnesota admitted to the Union.
- 13, 1759, Gen. Wolfe captured Quebec.
- 16, 1620, Mayflower sailed from Plymouth, England.
- 17, 1862, Battle of Antietam.

19, 1881, President Garfield died.

27, 1767, Tax laid on tea.

OCTOBER.

2, 1780, Major André executed.

7, 1871, Chicago fire.

12, 1492, Columbus discovered Hispaniola.

16, 1859, John Brown's raid at Harper's Ferry.

17, 1777, Burgoyne surrendered to Gen. Gates.

19, 1781, Cornwallis surrendered.

31, 1864, Nevada admitted to the Union.

NOVEMBER.

21, 1789, North Carolina ratified Constitution

29, 1802, Ohio admitted to the Union.

30, 1783, Treaty of Peace, close of Revolutionary War

DECEMBER.

3, 1818, Illinois admitted to the Union.

7, 1787, Delaware ratified the Constitution.

10, 1817, Mississippi admitted to the Union.

11, 1816, Indiana admitted to the Union.

12, 1787, Pennsylvania ratified the Constitution.

14, 1819, Alabama admitted to the Union.

14, 1799, Washington died.

16, 1773, Boston Tea Party.

18, 1787, New Jersey ratified the Constitution.

18, 1865, Thirteenth Amendment adopted.

20, 1860, South Carolina seceded from the Union.

21, 1620, Landing of the Pilgrims.

23, 1783, Washington resigned his commission.

24, 1814, Treaty of Ghent.

28, 1846, Iowa admitted to the Union.

29, 1845, Texas admitted to the Union.

## EXERCISE FOR FOREFATHERS' DAY

If you have stage accommodations you can with little trouble and expense, by improvising a fireplace with mantel and andirons, hanging from the ceiling some seed corn and dried apples, furnishing it with a spinning-wheel and some old-fashioned furniture, etc., have a colonial kitchen that will give a very good and realistic setting for the above-named exercise.

The boys and girls who are to take part in the exercise should be in colonial costumes. A few of the pupils should be dressed to represent Indians.

Indian implements of warfare, and furniture of historic value will add much to the interest of the exercise.

For the literary programme selections can be made from Longfellow's "Courtship of Myles Standish," and, by having the characters of Myles Standish, Priscilla, John Alden, the Elder, the Indian with his arrow-filled rattlesnake skin, represented by as many pupils, and a few boys appropriately dressed and armed to represent the Puritan soldiers of Captain Standish's army, the poem can be very effectively dramatized and placed upon the stage in such a way as to make this period of our history more interesting and real to the scholars than it is by the customary text-book recitation.

For appropriate music use John Adams's "Hymn for the 22d of December," Mrs. Hemans's "Landing of the

Pilgrims," or others of the excellent poems you will find in a small book, "Songs of the Pilgrims," published by the Congregational Sunday School and Publishing Society, and edited by M. D. Bisbee.

Selections from Jane G. Austin's "Standish of Standish," or the following poems, may be used for recitation and declamation : —

First Proclamation of Myles Standish. Margaret J. Preston.

The Twenty-Second of December. William Cullen Byrant.

The Puritan Maiden's May Day. Margaret J. Preston.

The Embarkation. Miss Lizzie Doten.

The First Thanksgiving Day. Margaret J. Preston.

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## EXERCISE FOR FLAG DAY, JUNE 14

After singing America have for introductory exercise a Flag Drill by girls, eight to twenty in number according to size of stage, — costumed in the national colors. Any simple march will do for music, and if you do not wish to be to the trouble of making out a scheme of movements and marches for the class, — which, however, is not a difficult task, — refer to the December, 1891, number of the Popular Educator, which contains a very good exercise.

Have the blackboards of the school-room or hall decorated with drawings, in colors, of all the flags and

emblems, such as Rattlesnake Flag, Pine Tree Flag, the English Flag with its crosses of St. George and St. Andrew, Franklin Flag, the Washington Shield, the Washington Arms and Crest, the Grand Union Flag, the Thirteen Stars and Thirteen Stripes, and the Stars and Stripes as they are now, that help to illustrate the growth of our national colors.

The effectiveness of the exercise will be very much increased by having, if you have stage room for it, forty-four girls dressed in national colors, with the different State shields, made by the girls themselves out of colored paper, fastened in front diagonally across their shoulders, to represent the States of the Union.

On the stage should be built a form, consisting of six steps, representing one of the faces of a square pyramid.

To the time of martial music, and as the teacher, or one of the scholars, gives directions, and briefly narrates the story of the formation of our Union by the admission of States, first would march the thirteen, who represent the original colonies, to the stage and occupy the lowest step of the form, then as the story proceeds the representatives of Vermont, Kentucky, and Tennessee would take their places, and after that, for a time, they would come in pairs, from opposite sides of the hall if you wish, a slave State and a free State, and occupy the next step, and so on until all are called.

Thirteen should stand in the first row, eleven in the next, nine in the next, six, then three, then two, making

the forty-four, and at the top of the form, with the flag in her hand, the Goddess of Liberty.

This pyramid of beautiful girls, bearing the national colors and the escutcheon of the States they represent, called to take their places in the order that the States came into the Union, while some national air is being softly played and the story of the Union's formation is well told, not only forms a beautiful background for the other exercises, but of itself makes picturesque and graphic the history of our flag.

The following programme may be selected from according to time allowed for the exercise : —

Original Composition, History of Our Flag.

Song, Star-Spangled Banner.

Declamation, The American Flag. J. R. Drake.

Recitation, God Save the Flag. O. W. Holmes.

Song, Flag of the Free. H. Millard. In Emerson & Brown's Song Reader, Book II.

Recitation, The School-house Stands by the Flag. Hezekiah Butterworth.

Song, Hail Columbia.

Declamation, Our National Banner. W. M. Evarts.

Nothing but Flags. Anonymous. A beautifully pathetic poem, found in Com. Preble's The History of the Flag.

## FAMOUS SAYINGS OF EMINENT MEN

I will wear them (these chains) as a memento of the gratitude of princes. — *Columbus*.

I thank God that there are no free schools nor printing in Virginia, and I hope we shall not have them these hundred years. — *Gov. Berkeley*.

Cæsar had his Brutus, Charles First his Cromwell, and George Third . . . may profit by their examples. — *Patrick Henry*.

The British Ministry can read that name without spectacles. Let them double their reward. — *John Hancock*.

I regret that I have but one life to give to my country. — *Capt. Nathan Hale*.

My eyes have grown dim in the service of my country, but I never doubted her justice. — *George Washington*.

I was born in America, I lived there to the prime of my life; but, alas! I can call no man in America my friend. — *Benedict Arnold*.

Reformers make opinions, and opinions make parties. — *Alexander Hamilton*.

The Union,—it must and shall be preserved. — *Andrew Jackson*.

I would rather be right than president. — *Henry Clay*.

Remember that Greece had her Alexander; Rome her Cæsar; England her Cromwell; France her Bonaparte.



If you would escape the rock on which they split we must avoid their errors. — *Henry Clay*.

One on God's side is a majority. — *Wendell Phillips*.

Whether in chains or in laurel, liberty knows nothing but victories. — *Wendell Phillips*.

Liberty and union, now and forever, one and inseparable. — *Daniel Webster*.

There can be no secession without revolution. — *Daniel Webster*.

We join ourselves to no party that does not carry the flag, and keep step to the music of the Union. — *Rufus Choate*.

No nation could preserve its freedom in the midst of continual warfare. — *James Madison*.

We will fight it out on this line if it takes all summer. — *U. S. Grant*.

I have always acted on the motto that freedom is national and slavery is sectional. — *Charles Sumner*.

No man's vote is lost which is cast for the right. — *John Quincy Adams*.

One country, one constitution, one destiny. — *Daniel Webster*.

The sun is my father, and the earth is my mother, and on her bosom will I repose. — *Tecumseh*.

Our watchword is victory or death; we will enjoy our liberty or perish in the last ditch. — *Andrew Jackson*.

When traitors become numerous enough, treason becomes respectable. — *J. C. Breckinridge.*

War is cruelty and you cannot refine it. — *William T. Sherman.*

The people of the North must conquer or be conquered — there is no middle ground. — *William T. Sherman.*

There is room at the top. — *Daniel Webster.*

Let us seize the present moment and establish a national language as well as a national government. — *Noah Webster.*

Ideas are the great warriors of the world. — *James A. Garfield.*

## TOPICS

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**First and Second Year Topics.** — The Boy Columbus ; Columbus and Isabella ; The Voyage ; The People of the Island ; Balboa ; De Leon ; Cortez and Montezuma ; Pizarro and the Incas ; De Soto ; Americus Vesputius ; Sir Francis Drake ; Sir Walter Raleigh ; Henry Hudson ; John Smith ; Pocahontas ; The Pilgrims ; William Penn ; Story of Samoset ; Massasoit ; George Washington ; Israel Putnam ; The Boston Boys and the British Soldiers ; Benjamin Franklin ; Paul Revere's Ride ; A Brave Little Girl who befriended the Sufferers in Boston ; Nathan Hale ; La Fayette ; Lydia Darrah ; Molly Pitcher ; Arnold and André ; Nancy Hart ; Robert Fulton ; John Brown ; Abraham Lincoln ; Eddy the Drummer-Boy at Donelson ; Barbara Frietchie ; John Burns and Jenny Wade at Gettysburg.

## GROUPS AND TOPICS RECOMMENDED FOR THIRD YEAR

### **Group I. Explorers and Discoverers.**

Columbus ; Americus Vesputius ; De Leon ; Balboa ; Cortez and Montezuma ; Pizarro and the Incas ; De Soto and the Mississippi ; The Cabots ; Drake ; Raleigh and Queen Elizabeth ; Gosnold ; Champlain ; Marquette ; La Salle ; Henry Hudson.

### **Group II. Colonization.**

John Smith ; Pocahontas ; The Mayflower and the Pilgrims ; Myles Standish ; Roger Williams ; William Penn ; The Settlement of Connecticut ; The Pequot War ; King Philip's War ; The Indians ; The Dutch and New Amsterdam ; Importation of Slaves.

### **Group III. The Last French War and the Revolution.**

Anecdotes of Last French War ; Story of Washington's Journey to the French Forts ; The Acadians ; Braddock's Defeat ; Wolfe and Montcalm ; Patrick Henry ; Boston Tea Party ; Paul Revere ; Battles of Concord and Lexington ; Joseph Warren ; Battle of Bunker Hill ; La Fayette ; Valley Forge ; Marion the Swamp Fox ; Israel Putnam ; Benjamin Franklin and The Lightning Rod ; Arnold the Traitor and André the Spy.

**Group IV. The Republic from 1789 to 1820.**

Eli Whitney and the Cotton-gin; Daniel Boone and the Indians; Thomas Jefferson; Fulton and the Steamboat.

**Group V. The Republic from 1820 to 1865.**

The Railroad; Morse and the Telegraph; The Story of Slavery; John Brown; Abraham Lincoln; Anecdotes of the Civil War (especially those that cultivate a patriotic spirit and show how the "Boys in Blue" suffered).

Teach these dates thoroughly: 1492, 1607, 1620.

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## GROUPS AND TOPICS RECOMMENDED FOR FOURTH YEAR.

(TRACE EVERYTHING ON THE MAP.)

**Group I. Explorers and Discoverers.**

Same as Third Year except that the Settlement of St. Augustine is added.

**Group II. Colonization.**

*a.* Virginia —

John Smith and his Explorations; The Starving Time and the Coming of Lord Delaware; Bacon's Rebellion and Governor Berkeley.

*b.* Massachusetts —

The Pilgrims, their Sufferings and Early Experiences; Myles Standish; Roger Williams; King Philip's War; Salem Witchcraft.

*c.* Middle Colonies —

New York: Early Settlement; Patroons; Peter Stuyvesant; Dutch Manners and Customs. Pennsylvania: centre everything about William Penn.

*d.* Pupil's own State. We take Connecticut for a sample.

Settlement of Hartford and New Haven; Pequot War; Charter Oak; any interesting facts connected with the history of the town in which the school is located; Manners and customs prominent.

**Group III. The Last French War and the Revolution.**

Washington in the Last French War and the Revolution; Braddock's Defeat; Wolfe at Quebec; Patrick Henry and the Stamp Act; Boston Tea Party; Samuel Adams and the Boston Massacre; Paul Revere and Concord and Lexington; Joseph Warren and Bunker Hill; Israel Putnam; Nathan Hale; Washington at Trenton and Valley Forge; La Fayette and aid from France; Benjamin Franklin; Burgoyne's Surrender; Marion and the Partisans; Arnold and André; Surrender of Cornwallis; Manners and Customs prominent.

**Group IV. Republic from 1789 to 1820.**

Eli Whitney and the Cotton-gin; Thomas Jefferson; Boone and the Kentucky Indians; Burr and Hamilton; Expedition of Lewis and Clarke; Fulton and the Steamboat; Impressment of American Seamen by England; Perry's Victory.

**Group V. Republic from 1820 to 1865.**

The Story of the Railroad; The Story of Slavery; Prudence Crandall; William Lloyd Garrison; Morse and the Telegraph; Discovery of Gold in California; Underground Railroad; John Brown's Raid; Abraham Lincoln; Incidents of the Civil War.

Teach these dates thoroughly :—

1492, 1607, 1620

1775, 1789, 1861-'65

Add one or two dates in History of the pupil's State.

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## GROUPS AND TOPICS RECOMMENDED FOR THE FIFTH YEAR

Remember that Geography and History should go hand in hand; therefore let the maps remain before the pupils during every lesson.

**Group I. Explorers and Discoverers.**

Same as Fourth Year.

**Group II. Colonization.**

Same as Fourth Year.

**Group III. Last French War and the Revolution.**

Same as Fourth Year with the addition of jealousy between the States and Shays's Rebellion. Cause and effect should be made more prominent now. For instance, the causes of the Last French War and the Revolution should be clearly brought out. Children at this stage can be led to note that every important event is the logical outcome of what preceded, and is also a determining force in moulding the future.

**Group IV. The Republic from 1789 to 1820.**

Same as Fourth Year with the addition of The Prairie Schooner, or Western Emigration.

**Group V. The Republic from 1820 to 1865.**

Same as Fourth Year with the addition of the following: The Assault on Charles Sumner by Preston S. Brooks; What caused the Civil War; Fort Sumter; The Mob in Baltimore; Prison Life in the Civil War; Lee's Surrender; Flight and Capture of Jefferson Davis; Assassination of Abraham Lincoln.

Teach these dates thoroughly:—

1492, 1607, 1733, 1620

1775-'83, 1789, 1803

1812-'14, 1848, 1861-'65

Add one or two dates in History of the pupil's State.



## GROUPS AND TOPICS RECOMMENDED FOR SIXTH YEAR

### **Group I. Explorers and Discoverers.**

Same as Fifth Year.

### **Group II. Colonization.**

Same as Fifth Year.

### **Group III. Last French War and the Revolution.**

Same as Fifth Year with the addition of the following: Robert Morris; John Adams; Paul Jones; Charles Lee; Gen. Greene.

### **Group IV. The Republic from 1789 to 1820.**

Same as Fifth Year with the addition of the following: Causes of War of 1812; Tecumseh and the Prophet and Tippecanoe; Constitution and Guerrière; Andrew Jackson and the Battle of New Orleans.

### **Group V. The Republic from 1820 to 1865.**

Same as Fifth Year with the addition of the following: Andrew Jackson and Nullification; Webster and the Union; The Mormons; Dr. Whitman and Oregon; The Story of the Seminoles and the Cherokees; Causes of the Mexican War; Mason and Slidell; Bull Run; The Merrimack and the Monitor; Emancipation Proclamation and the Draft;

Fall of Vicksburg; Battle of Gettysburg; Sheridan's Ride; Sherman's March to the Sea; Gen. Grant; Gen. Lee; Stonewall Jackson; "*Jeb*" Stuart; Gen. Sherman; Gen. Sheridan; Jefferson Davis.

Dates same as Fifth Year.

## HISTORY FOR PRIMARY GRADES

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### SPECIAL REFERENCES FOR FIRST, SECOND, AND THIRD YEARS

These references may be used for other years also. We put them here because most of them are specially adapted to younger pupils.

**Monroe's Story of Our Country.**—Columbus, pp. 9-29; John and Sebastian Cabot, pp. 37-46; Sir Walter Raleigh, pp. 46-55; John Smith, pp. 55-68; Pocahontas, pp. 68-79; The Pilgrims, pp. 79-97; Roger Williams, pp. 97-107; William Penn, pp. 114-124; King Philip, pp. 129-142; Benjamin Franklin, pp. 147-157; Driven into Exile, pp. 167-172; Washington's Boyhood, pp. 179-185; Stirring Times in Boston, pp. 193-200; Arnold, the Traitor, pp. 252-259.

**American History Stories. Volume I.**—The Boy Columbus, pp. 13-15; Columbus and Isabella, pp. 19-22; Voyage of Columbus, pp. 22, 23; The People Columbus found, p. 24 (Indians. Tell about them. See Eggleston's History for pictures); Sad Days in Life of Columbus, p. 25; Story of Balboa, pp. 42, 43; John

Smith and Pocahontas, pp. 48-52; The Pilgrims, pp. 57-63; Samoset, pp. 122-124; William Penn, pp. 93-99; Farmer Dustin, pp. 139-141.

**American History Stories. Volume II.**—The Boston Boys, pp. 19-22; A Brave Little Girl, pp. 23, 24; Paul Revere's Ride, pp. 41-44; "Free and Equal," pp. 87, 88; Story of Lydia Darrah, pp. 89, 90; The Fox of the Southern Swamp, pp. 108-110; Putnam and the Wolf, pp. 116, 117; Nancy Hart, pp. 146, 147.

**American History Stories. Volume III.**—Fulton's Steamboat, pp. 31-33; The American Army of Two, pp. 50-54; John Brown, pp. 131-137.

**American History Stories. Volume IV.**—Abraham Lincoln, pp. 5-12; Young Col. Ellsworth, pp. 29, 30; Eddie, the Drummer Boy, pp. 44-47; A Brave Boy at Fort Henry, pp. 59, 60; A Plucky Boy at Fort Donelson, pp. 63, 64; The Mock Funeral, pp. 95-98; Sharpshooters, pp. 98-100; Joe Parsons, pp. 102, 103; The Home Aids of the War Picture, pp. 103-110; John Burns; Jenny Wade, pp. 130, 131.

**Eggleston's First Book in American History.**—Columbus, pp. 1-17; John Smith, pp. 23-34; Story of Pocahontas, pp. 35-40; Hudson, pp. 42-49; Miles Standish, pp. 49-53; William Penn, pp. 59-66; Boyhood of Franklin, pp. 86-89; Young George Washington, pp. 102-108; Daniel Boone, pp. 134-140; Morse and the Telegraph, pp. 161-170; Early Life of Abraham Lincoln, pp. 171-176.

**Blaisdell's Stories of the Civil War.**—The Death of Col. Ellsworth, pp. 25-27; Little Eddie, the Drummer Boy, pp. 36-41; A Thrilling Experience in a Balloon, pp. 47-53; How a Boy helped McClellan, pp. 62-67; Old Abe, the Soldier Bird, pp. 68-73; A Boy's Experience at the Battle of Fredericksburg, pp. 74-81; Two Scouts who had Nerves of Steel, pp. 113-119; The Message of Life, pp. 129-137; The Perils of a Spy's Life, pp. 146-153; The Horrors of Andersonville Prison, pp. 158-163; The Heroism of Rebecca Wright, pp. 158-164; The Fortunes of War, pp. 169-177; Barter and Trade in Andersonville Prison, pp. 178-181; Bread cast upon the Waters, pp. 182-186; Running the Blockade, pp. 197-207; Boys in the Late War, pp. 208-215; How they lived in the South during the War, pp. 216-221; Foes become Friends, pp. 222-229.

**Lee and Shepard's The Boston Tea Party.**—Story of throwing overboard the Tea, pp. 13-18; The Skirmish at Lexington, pp. 22-28; The Fight at Concord, pp. 29-43; Fifer's Story of Battle of Saratoga, pp. 44-46; Arnold's Expedition against Quebec, pp. 47-67; The Green Mountain Boys at Ticonderoga, pp. 68-75; Gen. Putnam's Ride down the Precipice, pp. 76-79; Gen. Stark and the Battle of Bennington, pp. 80-97; Gen. Sullivan saved by his Wife, pp. 98-107; Washington's Escape from Capture, pp. 114-125; The Cruelty of Tarleton, pp. 126-134; The Mutiny at Morristown, pp. 155-173; The Battle of Bunker Hill, pp. 174-182.

**Johonnot's Grandfather's Stories.** — The Boston Boys, pp. 69, 70; Washington and the Horse, pp. 71-74; Our Grandmothers at School, pp. 74-81; The Boston Tea Party, pp. 81-85; Rebecca, the Drummer, pp. 88-97; Daniel Webster as a Boy, pp. 97-100.

**Johonnot's Stories of Heroic Deeds.** — Columbus and the Eclipse, pp. 25-27; The Pequots, pp. 27-29; The Story of Mrs. Dustin, pp. 31-34; Frances Slocum, pp. 39-43; Obed's Pumpkins, pp. 43-50; The Gaspé, pp. 50-53; Ethan Allen, pp. 53, 54; Gen. Prescott, pp. 56-58; Prescott and the Yankee Boy, pp. 58-62; The Daring of Paul Jones, pp. 66-71; Lydia Darrah, pp. 77-80; The Tory's Horse, pp. 83-87; Gen. Schuyler, pp. 87-92; Story of Franklin's Kite, pp. 123-126.

**Johonnot's Stories of Our Country.** — Ponce de Leon, pp. 7-9; De Soto, pp. 9-15; John Smith and Pocahontas, pp. 15-24; Henry Hudson, pp. 24-29; Massasoit, pp. 29-32; Roger Williams, pp. 32-37; King Philip, pp. 37-44; The Three Regicides, pp. 48-52; The Charter Oak, pp. 60-64; The Acadian Exiles, pp. 66-72; William Penn and the Indians, pp. 72-77; George Washington, pp. 85-94; Patrick Henry, pp. 94-98; Israel Putnam, pp. 98-108; The Youth of Franklin, pp. 108-115; John Paul Jones, pp. 115-123; Gen. Marion, pp. 126-131; Ethan Allen and Ticonderoga, pp. 135-140; Valley Forge, pp. 140-146; Arnold and André, pp. 155-160; Champe, pp. 160-166; Perry and Lake Erie, pp. 177-187; The Star-Span-

gled Banner, pp. 187-192; Battle of New Orleans, pp. 192-199.

**Moore's Pilgrims and Puritans.** — Indian Customs, pp. 7-17; The Pilgrims at Scrooby and Holland, pp. 20-25; Voyage to America and Settlement of Plymouth, pp. 26-49; Reception of Pilgrims by Indians, pp. 50-66 and 70-76; The First Thanksgiving, pp. 66-70; Massasoit's Illness, pp. 76-82; Boston in England, pp. 92-98; The First White Settler of Boston, pp. 99-110; Governor Winthrop and his Puritan Followers in England and Boston, pp. 115-152.

**Hale's Stories of Discovery.** — Columbus's First Voyage, pp. 7-24; The Discoveries and Voyages of Vasco Da Gama, pp. 34-59; Magellan and the Pacific, pp. 59-86; Sir Francis Drake, pp. 86-107; The First Settlement in Jamestown, pp. 131-136; John Smith and Pocahontas, pp. 136-145; Trapper's Life, pp. 223-227; A Herd of Buffalo on the Prairie, pp. 227, 228 and 248-250; A House of the Aztecs, pp. 250, 251.

# PREPARATORY WORK IN HISTORY

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## REFERENCES

### THE ORIGINAL INHABITANTS OF AMERICA

#### MOUND-BUILDERS.

Higginson's Young Folks' History of United States, pp. 5-12 ; Bryant's Popular History United States, pp. 19-34 ; Scudder's Short History of United States, pp. 1-26 ; Barnes's One Hundred Years of American Independence, pp. 9-12 ; Butterworth's Young Folks' History of America, pp. 19-25.

#### INDIANS.

Montgomery's Leading Facts of American History, pp. 39-45 ; Eggleston's History of United States and Its People, pp. 71-76, 85-89 ; The Making of New England, pp. 142-148, 184-186 ; Eggleston's Household History United States, pp. 69-78, 86-91 ; Scudder's History of United States, pp. 89-97 ; Catlin's North American Indians, vols. I. and II. ; Scudder's Short History of United States, pp. 14-18 ; Our Fatherland, pp. 31-50 ; Roosevelt's Winning of the West, vols. I. and II. ; Ellis's The Red Man



and the White Man; Parkman's Conspiracy of Pontiac, vol. I., chaps. i. and v.; Boots and Saddles; Tenting on the Plains; Reports of Indian Schools; Richardson's History of Our Country, pp. 65-75; Higginson's Young Folks' History of United States, pp. 13-24; Anderson's New Grammar School History of United States, pp. 13-15; Wright's Children's Stories in American History, pp. 24-26; Barnes's One Hundred Years of American Independence, pp. 15-19; The Making of New England, pp. 184-186. Poems: The Skeleton in Armor, Longfellow; The White Man's Foot, chap. xxi. in Hiawatha, Longfellow.

## EXPLORERS AND DISCOVERERS

### EXPLORERS FOR SPAIN

#### I. COLUMBUS.

Montgomery's Leading Facts of American History, pp. 1-18; Eggleston's History of United States and Its People, pp. 1-12; Anderson's New Grammar School History of United States, pp. 20-27; Eggleston's First Book in American History, pp. 1-18; American History Stories, vol. I. pp. 13-25; Eggleston's Household History of United States, pp. 1-8; Scudder's History of United States, pp. 10-23; Youth's History of United States, vol. I., pp. 7-14; Scudder's Short History of the United States, pp. 22-29; Historical Classic Readings, No. 1, Discovery of America; Our Fatherland, pp. 13-

30; Prescott's Ferdinand and Isabella; Higginson's Young Folks' History of United States, pp. 32-39; Richardson's History of Our Country, pp. 28-32; Butterworth's Young Folks' History of America, pp. 30-36; Wright's Children's Stories in American History, chap. v.; Irving's Columbus (*passim*); Monroe's Story of Our Country, pp. 9-28; Ten Great Events in History, chap. v.; Gilman's Historical Readers, vol. I., pp. 27-71; Higginson's Young Folks' Book of American Explorers, pp. 19-52; Lee & Shepard's Young Folks' Series, No. 1. Poem: Columbus, J. R. Lowell.

## II. BALBOA.

American History Stories, vol. I., pp. 42, 43; Half Hours with American History, vol. I., pp. 61-69; Anderson's New Grammar School History of United States, pp. 31, 32; Youth's History of United States, vol. I., pp. 31-34; Bryant's Popular History of United States, vol. I., pp. 142-146.

## III. CORTEZ.

Wright's Children's Stories in American History, pp. 103-114; Scudder's History of United States, pp. 30-34; Prescott's Conquest of Mexico (*passim*); Edward Eggleston's Montezuma; Abbot's Cortez.

## IV. PIZARRO.

Towle's Heroes of History (Pizarro); Prescott's Conquest of Peru (*passim*); Wright's Children's Stories in American History, pp. 114-172.

**V. NARVAEZ AND CABEZA DE VACA.**

Higginson's Young Folks' Book of American Explorers, pp. 73-96; Lee & Shepard's Young Folks' Series, No. 2; Children's Stories in American History, pp. 85-103; Bryant's Popular History of United States, vol. I., pp. 151-156; Bancroft's History of United States, vol. I. pp. 27-37; Historical Classic Readings, No. 5, pp. 10-13; Richardson's History of Our Country, pp. 43-45.

**VI. DE SOTO.**

Lee & Shepard's Young Folks' Series, No. 3; Higginson's Young Folks' Book of American Explorers, pp. 121-140; Wright's Children's Stories in American History, chap. xiii.; The Youth's History of United States, vol. I., pp. 36-38; Gilman's Historical Readers, vol. I., pp. 84-86; Butterworth's Young Folks' History of America, pp. 41-45; Richardson's History of Our Country, pp. 45-49; Half Hours with American History, vol. I., pp. 80-89; Bryant's Popular History of United States, vol. I. pp. 156-167; Bancroft's History of United States, vol. I., pp. 38-48; Anderson's New Grammar School History of United States, pp. 35-39.

**EXPLORERS FOR ENGLAND****I. THE CABOTS.**

Monroe's Story of Our Country, pp. 37-46; Lee & Shepard's Young Folks' Series, No. 2; Higginson's Young

Folks' Book of American Explorers, pp. 55-59 ; Eggleston's First Book in American History, pp. 18-23 ; Higginson's History of United States, pp. 76-84 ; Bryant's Popular History of United States, vol. I., pp. 129-138 ; Bancroft's History of United States, vol. I., pp. 61, 62 ; The Sea Fathers, pp. 90-95 ; Montgomery's Leading Facts of American History, pp. 18, 19.

## II. DRAKE.

Anderson's New Grammar School History of United States, pp. 33-35 ; Towle's Heroes of History (Drake) ; Gilman's Historical Readers, vol. I., pp. 94-102.

## III. RALEIGH.

Lee & Shepard's Young Folks' Series, No. 5 ; Higginson's Young Folks' Book of American Explorers, pp. 177-200 ; Eggleston's History of United States and Its People, pp. 13-17 ; Richardson's History of Our Country, pp. 59-62 ; American History Stories, vol. I., pp. 35-40 ; Eggleston's Household History of United States, pp. 14-20 ; Towle's Heroes of History (Raleigh) ; Half Hours with American History, vol. I., pp. 105-114 ; Youth's History of United States, vol. I., pp. 55-59 ; Montgomery's Leading Facts of American History, pp. 35-37 ; Bryant's Popular History of United States, vol. I., pp. 240-261 ; Bancroft's History of United States, vol. I., pp. 67-78 ; Monroe's Story of Our Country, pp. 46-52 ; Wright's Children's Stories in American History, pp

254-258; Gilman's Historical Readers, vol. I., pp. 107-109; Raleigh and the Potato, M. Blathwayt, Wide Awake, 28: 313.

#### IV. GOSNOLD.

The Making of New England, pp. 8-19; Bryant's Popular History of United States, vol. I., pp. 79-81; Gilman's Historical Readers, vol. I., pp. 113-115; Higginson's Young Folks' Book of American Explorers, pp. 203-213.

### EXPLORERS FOR FRANCE

#### I. CARTIER.

Gilman's Historical Reader, vol. I., pp. 87-90; Higginson's Young Folks' Book of American Explorers, pp. 99-117; Lee & Shepard's Young Folks' Series, No. 3.

#### II. HUGUENOTS.

Higginson's Young Folks' Book of American Explorers, pp. 143-166; Lee & Shepard's Young Folks' Series, No. 4; Richardson's History of Our Country, pp. 53-58; Children's Stories in American History, pp. 228-254; Youth's History of United States, vol. I., pp. 42-51; Bryant's Popular History of United States, vol. I., pp. 189-223; Bancroft's History of United States, vol. I., pp. 19-21, 50-55; Gilman's Historical Readers, vol. I., pp. 91-93; Montgomery's Leading Facts of American History, pp. 30-32.

## III. CHAMPLAIN.

Higginson's Young Folks' Book of American Explorers, pp. 269-278; Lee & Shepard's Young Folks' Series, No. 6; The Making of New England, pp. 40-48; Higginson's History of United States, pp. 127-136; The Pioneers of France in the New World, pp. 310-324; Half Hours with American History, vol. I., pp. 172-182; Bancroft's History of United States, vol. I., pp. 18-21, 138, 139; Gilman's Historical Readers, vol. II., pp. 7-11; Historical Classic Readings, No. 6, Champlain and His Associates.

## COLONIZATION

## I. JOHN SMITH.

Eggleston's First Book in American History, pp. 23-42; Eggleston's Household History of United States, pp. 20-27; The Youth's History of United States, vol. I., pp. 63-68; Bancroft's History of United States, vol. I., pp. 86-96; Edward Eggleston's Pocahontas; Markham's Colonial Days, pp. 127-145; Historical Classic Readings, No. 2, Settlement of Virginia; Scudder's Short History of United States, pp. 34-41; Wright's Children's Stories in American History, pp. 259-268; Dodge's Stories of American History, pp. 26-33; Monroe's Story of Our Country, pp. 55-67; Higginson's Young Folks' Book of American Explorers, pp. 236-265; Higginson's Young Folks' History of United States, pp. 110-114; Stories of the Old Dominion, pp. 30-54; Lee & Shepard's Young Folks' Series, No. 6.

## II. NATHANIEL BACON AND HIS MEN.

Stories of the Old Dominion, pp. 65-68; Appleton's Cyclopedia of American Biography, vol. I., pp. 129, 130; Montgomery's Leading Facts of American History, pp. 62-64; Eggleston's First Book in American History, pp. 79-86; Old Times in the Colonies, pp. 259-262; Half Hours with American History, vol. I., pp. 260-273; The Youth's History of United States, vol. I., pp. 207-210; Bancroft's History of United States, vol. I., pp. 455-469; Bacon's Rebellion, St. Nicholas, 17, Part 2: 547.

III. HENRY HUDSON AND THE DUTCH SETTLERS.<sup>1</sup>

Higginson's Young Folks Book of American Explorers, pp. 281-307; Anderson's New Grammar School History of United States, pp. 60-62; Eggleston's First Book in American History, pp. 42-49; Scudder's History of United States, pp. 54-58; Youth's History of United States, vol. I., pp. 84-87; Bryant's Popular History of United States, vol. I., pp. 345-358; Bancroft's History of United States, vol. I., pp. 480-488; Montgomery's Leading Facts of American History, pp. 65-69; The Sea Fathers, pp. 141-150; Historical Classic Readings, No. 9, pp. 57-63; Higginson's Young Folks' History of United States, pp. 88-90; Sparks's American Biography, vol. X., pp. 222-231, 294; Wright's Children's Stories in American History, pp. 292-294; Cyclopedia of Persons and

<sup>1</sup> We put Henry Hudson here because he logically belongs here rather than among the explorers. But this we will explain more fully in Part II.

Places, p. 399 ; Gilman's Historical Readers, vol. II., pp. 32, 33 ; Historical Classic Readings, No. 9, pp. 57-63 ; Young Folks' Series, No. 7.

#### IV. THE MAYFLOWER AND THE PILGRIMS.

Higginson's Young Folks' Book of American Explorers, pp. 311-361 ; Jane Andrews's Ten Boys, pp. 191-206 ; Lee & Shepard's Young Folks' Series, No. 8 ; Higginson's Young Folks' History of United States, pp. 55-60 ; The Making of New England, pp. 67-86 ; Anderson's New Grammar School History of United States, pp. 65-70 ; Eggleston's Household History of United States pp. 37-42 ; The Youth's History of United States, vol. I., pp. 99-107 ; Markham's Colonial Days, pp. 53-71 ; Scudder's History of United States, pp. 72-77 ; Bancroft's History of United States, vol. I., pp. 199-214 ; Montgomery's Leading Facts of American History, pp. 74-79 ; Gilman's Historical Reader, vol. II., pp. 12-21 ; Eggleston's First Book in American History, pp. 49-59 ; Appleton's Cyclopedia of American Biography, vol. V., pp. 643, 644 ; Miles Standish (American Pioneers and Patriots Series) ; Historical Classic Readings, No. 3, Plymouth Plantation ; Historical Classic Readings, No. 9, Gov. Bradford, pp. 5-11 ; Historical Classic Readings, No. 9, Gov. Brewster, pp. 12-17 ; Historical Classic Readings, No. 9, Gov. Hutchinson, pp. 17-22 ; Scudder's Short History of United States, pp. 42-47 ; Dodge's Stories of American History, pp. 18-25 ; Monroe's Story of Our Country, pp.



85-96; Barnes's Primary History, pp. 42-45; Richardson's History of Our Country, pp. 95-100; Old Times in the Colonies, pp. 117-126; Ten Great Events in History, pp. 207-214. Poems: The Landing of the Pilgrim Fathers, Hemans; The First Thanksgiving Day, Preston; The Puritan Maiden's May Day, Preston.

#### V. ROGER WILLIAMS.

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#### VI. KING PHILIP.

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History of United States, vol. I., pp. 170-179; Markham's Colonial Days, pp. 22-35; Bancroft's History of United States, vol. I., pp. 480-488; Historical Classic Readings, No. 4; Bryant's Popular History of United States, vol. II., pp. 401-418; Abbott's History of King Philip.

#### VII. LORD BALTIMORE AND THE CATHOLICS.

Eggleston's History of United States and Its People, pp. 50-52; Anderson's New Grammar School History of United States, pp. 81-83; Appleton's Cyclopedia of American Biography, vol. I., pp. 153, 154; Richardson's History of Our Country, pp. 119-121; Old Times in the Colonies, pp. 293-296; Leading Facts of American History, pp. 101-104; Scudder's Short History of United States, pp. 67-71; Gilman's Historical Readers, vol. II., pp. 51-56; Historical Classic Readings, No. 9, pp. 22-28; Half Hours With American History, vol. I., pp. 138-145; The Youth's History of United States, vol. I., pp. 138-143; Bryant's Popular History of United States, vol. I., pp. 490-498; Historical Classic Readings, No. 9, pp. 22-28.

#### VIII. SETTLEMENT OF CONNECTICUT AND NEW HAVEN COLONIES.

The Making of New England, pp. 187-193, 203-212, 219, 220; Sanford's Connecticut, pp. 15-28, 29-32; Old Times in the Colonies, pp. 171-176; Hollister's Connecticut, vol. I., pp. 17-32, 91-97; Johnston's Connecticut,

pp. 14-26, 83-108; Stuart's Hartford in the Olden Time, pp. 9-25; Gilman's Historical Reader, vol. II., pp. 61-68.

#### IX. OLD COLONIAL DAYS IN CONNECTICUT.

Sanford's Connecticut, pp. 40-43, 115-126; Hollister's Connecticut, vol. I., pp. 417-445; Hartford in the Olden Times (Peculiar laws and punishments), pp. 233-243; Hartford in the Olden Times (Old Dutch Point), pp. 233-243; Sanford's Connecticut (Indians), pp. 11-15; Johnston's Connecticut (Indians), pp. 26-34.

#### X. STORY OF THE CHARTER OF CONNECTICUT.

Monroe's Story of Our Country, pp. 114-123; Higginson's Young Folks' History of United States, pp. 101-104; Sanford's Connecticut, pp. 93-96; American History Stories, vol. I., pp. 162-166; New England Legends and Folk Lore, pp. 421-426; Hollister's Connecticut, vol. I., pp. 313-316, 322-324; Montgomery's Leading Facts of American History, pp. 99, 100; Johonnot's Stories of Our Country, pp. 60-64.

#### XI. WILLIAM PENN AND THE QUAKERS.

Dodge's Stories of American History, pp. 47-51; Eggleston's History of United States and Its People, pp. 57-60; Anderson's New Grammar School History of United States, pp. 93-96; Appleton's Cyclopedia of American Biography, vol. IV., pp. 712-715; Eggleston's First Book in American History, pp. 59-67; American History Stories, vol. I., pp.

82-86 ; Leading Facts of American History, pp. 88-90, 116-119 ; Scudder's History of United States, pp. 106-115 ; Half Hours with American History, vol. I., pp. 193-203 ; The Youth's History of United States, vol. I., pp. 183-190 ; Bancroft's History of United States, vol. I., pp. 552-569 ; Historical Classic Readings, No. 9, pp. 40-45 (James Logan) ; Scudder's Short History of United States, pp. 61-66 ; Old Times in the Colonies, pp. 297-302 ; Barnes's Primary History, pp. 59-61 ; Richardson's History of Our Country, pp. 122-125 ; Gilman's Historical Readers, vol. II., pp. 81-83, 89-92 ; Watson's The Great Peacemaker.

## THE LAST FRENCH WAR AND THE REVOLUTION

### I. THE JESUITS, FATHER MARQUETTE.<sup>1</sup>

Daniel Boone, American Pioneer and Patriot Series, pp. 75-78 ; Bryant's Popular History of United States, vol. II., pp. 503-510 ; Bancroft's History of United States, vol. I., pp. 20, 21, 152-159 ; Montgomery's Leading Facts of American History, pp. 124-126 ; Anderson's New Grammar School History of United States, pp. 39-41 ; La Salle and the Discovery of the Great West, pp. 50-65 ; Richardson's History of Our Country, pp. 154, 155 ; Historical Classic Readings, No. 5 (The Mississippi Valley), pp. 29-42.

<sup>1</sup> The French Explorations in the West were vigorously prosecuted late in the seventeenth century. These explorations led them to lay claim to the Ohio valley, and this claim brought about the clash between the English and the French in America. We therefore place these explorers of the Mississippi just before the heroic Americans, Franklin, Washington, and Putnam, who became conspicuous in the Last French War.

## II. LA SALLE.

Bancroft's History of United States, vol. II., pp. 159-174; Bryant's Popular History of United States, vol. II., pp. 510-521; Leading Facts of American History, pp. 126, 127; Historical Classic Readings, No. 5 (The Mississippi Valley), pp. 41-49; La Salle and the Discovery of the Great West, pp. 396-406; Wright's Children's Stories in American History, pp. 322-330; Anderson's Popular History of United States, pp. 43-46; Richardson's History of Our Country, pp. 155-157.

## III. BENJAMIN FRANKLIN.

Appleton's Cyclopedia of American Biography, vol. II., pp. 526-534; Eggleston's First Book in American History, pp. 86-102; American History Stories, pp. 121-130; E. E. Hale's Franklin in France, vols. I. and II.; Mayhew's Young Benjamin Franklin; Scudder's Short History of United States, pp. 89-102; Abernethy's Autobiography of Franklin; Monroe's Story of Our Country, pp. 147-156; Washington and His Country (Fisk, Irving), pp. 74, 75, 220, 221, 340; Hawthorne's Biographical Stories, pp. 266-279; Stories of Heroic Deeds, pp. 123-125; Thayer's The Printer Boy.

## IV. GEORGE WASHINGTON.

Eggleston's First Book in American History, pp. 102-127; American History Stories, vol. III., pp. 7-12, 16, 17,

<sup>1</sup> In connection with the study of the Last French War, Longfellow's *Evangeline* might be read with great profit.

20-22 ; Scudder's George Washington, pp. 21-36 ; Stories of the Old Dominion, pp. 94-119 ; E. E. Hale's Life of Washington ; Washington and His Country, pp. 55-64, 125-129 ; Appleton's Cyclopedia of American Biography, vol. VI., pp. 373-382 ; The Youth's History of United States, vol. I., pp. 283-289 ; The Farmer Boy (Uncle Juvenell) ; Lossing's Mary and Martha Washington ; Scudder's Short History of United States, pp. 149-153 ; Old Times in the Colonies, pp. 369-373 ; Irving's Washington, vol. I., pp. 98-104 ; Barnes's One Hundred Years of American Independence, pp. 247, 248 ; Zigzag Journeys in the Sunny South, pp. 110-119 ; Strange Stories from History, pp. 151-162 ; George Washington's School Days, W. F. Carne, Harper's Young People, 10 : 278, 294 ; Washington as an Athlete, C. C. Harrison, St. Nicholas, 16 : 337 ; George Washington's Boyhood, His Pursuits and Companions, W. F. Carne, Wide Awake, 25 : 77 ; Monroe's Story of Our Country, pp. 179-185 ; Watson's Father of His Country ; Lee & Shepard's Boston Tea Party, pp. 114-125. Poem : Ode for Washington's Birthday, O. W. Holmes.

#### V. ISRAEL PUTNAM.

Sanford's Connecticut, pp. 189-195 ; Pratt's American History Stories, vol. II., pp. 14-20 ; Appleton's Cyclopedia of American Biography, vol. V., pp. 139-142 ; Tarbox's Life of Israel Putnam ; Sparks's Life of Putnam, pp. 109-111, 145-150, 164, 212 ; Washington and His Generals,

vol. I., pp. 141, 142, 146, 147; Hollister's History of Connecticut, vol. II., pp. 87-91, 173, 174, 374; Lee & Shepard's Boston Tea Party, pp. 76-79.

#### VI. WOLFE.

Montcalm and Wolfe, vol. II., pp. 184-190, 259-297; Old Times in the Colonies, pp. 441-447; American History Stories, vol. I., pp. 155-160; Half Hours with American History, vol. I., pp. 355-368; The Youth's History of United States, vol. I., pp. 304-315; Bryant's Popular History of United States, vol. III., pp. 304-311; Bancroft's History of United States, vol. II., pp. 503-510; Rossiter Johnson's Old French War, pp. 319-360; Anderson's Popular History of United States, pp. 108-111; Monroe's Story of Our Country, pp. 174-178; Richardson's History of Our Country, pp. 171, 172.

#### VII. PONTIAC.

The Youth's History of United States, vol. I., pp. 316-331; Bryant's Popular History of United States, vol. III., pp. 312-328; Children's Stories in American History, pp. 337-347.

#### VIII. OLD COLONIAL DAYS.<sup>1</sup>

The New England Sabbath, American History Stories, vol. I., pp. 174-176; Manner of Dress, American History Stories, vol. I., pp. 178-181; Life in Colonial Times, Eggleston's First Book in American History, pp. 91-99; Plantation Life in the South, Washington and His Coun-

<sup>1</sup> For other references see Part II., pp. —

try, pp. 125-129; *Some Ways of the Colonists*, Gilman's Historical Readers, vol. II., pp. 130-137; *How the Colonists Lived*, Gilman's Historical Readers, vol. II., pp. 138-153; *Life among the Friends in Pennsylvania*, Gilman's Historical Readers, vol. III., pp. 24-27; *Life among the Dutch*, Gilman's Historical Readers, vol. III., pp. 28-33; *Colonial Customs*, Eggleston's History of United States, pp. 91-99; *A Virginia Plantation*, Scudder's Washington, pp. 14-20, 60-69, 107-118; *What the Colonists said and did*, Anderson's New Grammar School History of United States, pp. 119-135; *Life and Society among the Colonies*, Leading Facts of American History, pp. 142-146; *Colonial Customs*, Higginson's Young Folks' History of United States, pp. 74-98.

#### IX. PATRICK HENRY.

*Stories of the Old Dominion*, pp. 158-180; *Appleton's Cyclopedia of American Biography*, vol. III., pp. 173-175; *Gilman's Historical Readers*, vol. III., pp. 18-23.

#### X. SAMUEL ADAMS AND THE BOSTON MASSACRE.

*Hosmer's Samuel Adams*, American Statesmen Series, pp. 160-183; *Bryant's Popular History of the United States*, vol. III., pp. 359-362; *Appleton's Cyclopedia of American Biography*, vol. I., pp. 29-31; *The Youth's History of the United States*, vol. I., pp. 342-344; *Bancroft's History of United States*, vol. III., pp. 371-375, 378.



**XI. THE BOSTON TEA PARTY.**

Dodge's *Stories of American History*, pp. 69-78; *The Boston Tea Party*, pp. 13-18; Barnes's *One Hundred Years of American Independence*, pp. 42, 43; Scudder's *Short History of United States*, pp. 110-115; *American History Stories*, pp. 31-33; *The Youth's History of United States*, vol. I., pp. 346-350; Bryant's *Popular History of United States*, vol. III., pp. 370-373; Bancroft's *History of United States*, vol. III., pp. 451-457; Hosmer's *Samuel Adams*, *American Statesmen Series*, pp. 243-257.

**XII. PAUL REVERE AND THE MINUTE MEN.**

Scudder's *Short History of United States*, pp. 116-120; *Boys of '76*, pp. 27-30; *Cyclopedia of Persons and Places*, p. 688; Bryant's *Popular History of United States*, vol. III., pp. 318-385; Gilman's *Historical Readers*, vol. III., pp. 58-63; *New England Legends and Folk Lore*, pp. 78-88; Longfellow's *Paul Revere's Ride*; Goss's *Life of Paul Revere*. Poem: *Under the Washington Elm*, O. W. Holmes.

**XIII. WARREN AND PRESCOTT AT BUNKER HILL.**

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and Song); Song of Liberty, by wife of Gen. Warren (in Boston Tea Party, pp. 19-20); Grandmother's Story of Bunker Hill Battle, O. W. Holmes.

#### XIV. THOMAS JEFFERSON AND THE DECLARATION OF INDEPENDENCE.

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#### XV. NATHAN HALE.

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## XVI. CHARLES LEE.

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## XVII. VALLEY FORGE.

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## XVIII. LA FAYETTE.

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## XIX. OUR FLAG.

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187-192; Preble's History of the Flag of United States. Origin of the Stars and Stripes, a small pamphlet to accompany the Washington Chart, which illustrates the growth of the Flag. Published by Root and Tinker, New York. Lalor's Cyclopedia of Political Science, vol. II., pp. 232, 233; Higginson's Young Folks' History of United States, pp. 199-201; Building the Nation, pp. 219, 232-234; Pratt's American History Stories, vol. II., pp. 76-82; Anderson's United States Reader, pp. 361-364; Johnston's Shorter History of United States, p. 77; Lossing's History of the United States, pp. 144, 245, 437; Leading Facts of American History, 175, 178, 357, 218; How we are Governed, pp. 152, 230. Poems: Star-Spangled Banner, Key; Flag of the Free, Millard; The American Flag, Drake (in Bryant's Library of Poetry and Song); God save the Flag, O. W. Holmes.

#### XX. JOHN PAUL JONES.

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## XXI. BENEDICT ARNOLD.

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## XXII. ANDRE.

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## XXIII. ROBERT MORRIS.

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## THE REPUBLIC FROM 1789 TO 1820

## I. DANIEL BOONE AND THE INDIANS.

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## II. ELI WHITNEY AND THE COTTON GIN.

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## III. BURR AND HAMILTON.

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## IV. FULTON AND THE STEAMBOAT.

The Youth's History of United States, vol. II., pp. 245-247 ; Appleton's Cyclopedia of American Biography, vol. II., pp. 563, 564 ; Towle's Heroes and Martyrs of Invention, pp. 160-170 ; Eggleston's First Book in American History, pp. 141-146 ; Eggleston's Household History of United States, pp. 277-282 ; Thomas W. Knox's Life of Robert Fulton ; Cyclopedia of Persons and Places, pp. 318, 319 ; Anderson's Popular History of United States, pp. 201-203 ; Richardson's History of Our Coun-

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#### VI. LEWIS AND CLARKE.

Appleton's Cyclopedia of American Biography, vol. III., p. 706; Wright's Children's Stories of American Progress, pp. 86-103; Life of Boone, American Pioneers and Patriots Series, pp. 175-181; McMaster's History of the People of the United States, vol. III., pp. 142-144, pp. 625-635.

#### VII. TECUMSEH AND THE PROPHET.

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#### VIII. PERRY'S VICTORY.

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**THE REPUBLIC FROM 1820 TO 1865****I. HENRY CLAY.**

Henry Clay, J. O. Harrison, *Century*, 33 : 170 ; Appleton's *Cyclopedia of American Biography*, vol. I., 640-645 ; *Famous American Statesmen*, pp. 230-233 ; Frost's *The Mill Boy of the Slashes*.

**II. JOHN C. CALHOUN.**

Appleton's *Cyclopedia of American Biography*, vol. I., pp. 498-504 ; Pratt's *American History Stories*, vol. IV., pp. 96-99 ; *Leading Facts of American History*, pp. 241, 242.

**III. DANIEL WEBSTER AND THE UNION.**

*Strange Stories from History*, pp. 185-192 ; Appleton's *Cyclopedia of American Biography*, vol. VI., pp. 406-414 ; *Reminiscences of Webster* (Harvey), pp. 269-293 ; *American History Stories*, vol. III., pp. 99-103 ; *Good Reading*, pp. 141-151 ; *Daniel Webster in his home in New Hampshire*, A. B. Harris, *Wide Awake*, 27 : 300 ; *The Boyhood of Daniel Webster* (*Strange Stories from History*), pp. 185-193 ; Pratt's *American History Stories*, vol. IV., pp. 99-103 ; Frost's *The Great Expounder*, pp. 12-80.

**IV. STORY OF RAILROAD.**

Wright's *Children's Stories of American Progress*, pp. 179-199 ; Johnston's *Shorter History of United States*, pp. 153, 154 ; Richardson's *History of Our Country*, pp.

354-356. Poems: The Building of the Ship (Ship of State), Longfellow; Birthday of Daniel Webster, Holmes; Union and Liberty, O. W. Holmes; God save the Flag, O. W. Holmes.

#### V. ANDREW JACKSON AND NULLIFICATION.

Appleton's Cyclopedia of American Biography, vol. III., pp. 373-384; Eggleston's First Book in American History, pp. 153-161; American History Stories, vol. III., pp. 92-95; Building the Nation, pp. 249, 250; Boys of '76, pp. 294, 295; Barnes's One Hundred Years of American Independence, pp. 418, 419; Cyclopedia of Persons and Places, p. 418; Higginson's History of United States, pp. 344-349.

#### VI. THE STORY OF THE SEMINOLES AND CHEROKEES.

Wright's Children's Stories of American Progress, pp. 199-209; Half Hours With American History, vol. II., pp. 328-337; Richardson's History of Our Country, pp. 363, 364.

#### VII. STORY OF SLAVERY.

Wright's Children's Stories of American Progress, pp. 159-179; Scudder's History of United States, pp. 319-324; Building the Nation, pp. 282-290; Appleton's Cyclopedia of American Biography, vol. I., p. 768, vol. II., pp. 610-612, vol. IV., pp. 20, 24-26; Poor Boys who became Famous (Wm. Lloyd Garrison), pp. 156-172.

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357-381; Abolitionists and the Slavery Question, Von Holst, vol. II., pp. 80-122; Compromise of 1850, Von Holst, vol. III., pp., 523-556; Kansas and Nebraska Bill, Von Holst, vol. IV., pp. 280-461; The Troubles in Kansas, Von Holst, vol. V., pp. 134-186; The Negro Question, Cable; Our Brother in Black, Haygood. Poems: The Slave Ships (African Slave Trade), J. G. Whittier; Farewell (A Virginia slave mother to her daughter sold into bondage), J. G. Whittier; To Faneuil Hall, J. G. Whittier.

#### VIII. THE MORMONS.

Montgomery's Leading Facts of American History, pp. 249, 250; Building the Nation, pp. 440-449.

#### IX. MORSE AND THE TELEGRAPH.

Eggleston's First Book in American History, pp. 161-171; Appleton's Cyclopedia of American Biography, vol. IV., pp. 424-428; Eggleston's First Book in American History, pp. 141-146; Wright's Children's Stories of American Progress, pp. 209-228. The Baltimore and Ohio Railroad Company have issued an excellent account of the history of the telegraph.

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ing Facts of American History, pp. 263-265 ; Kirk Munroe's Golden Days of '49 (fiction).

#### XI. DR. WHITMAN AND OREGON.

Montgomery's Leading Facts of American History, pp. 257, 258 ; Appleton's Cyclopedia of American Biography, vol. VI., p. 485.

#### XII. UNDERGROUND RAILROAD.

Building the Nation, pp. 418-424. Poem : Slave's Dream, Longfellow.

#### XIII. UNCLE TOM'S CABIN.

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#### XIV. BROOKS AND SUMNER.

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#### XV. JOHN BROWN AT HARPER'S FERRY.

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#### XVI. ABRAHAM LINCOLN AND SECESSION.

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#### XVII. JEFFERSON DAVIS AND KING COTTON.

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Century 27 : 130 ; The Bailing of Jefferson Davis, Century, 11 : 636-644.

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Half Hours with American History, vol. II., pp. 383-392 ; Champlin's Young Folks' History of the War for the Union, pp. 231-239 ; The Youth's History of United States, vol. III., pp. 75-84 ; Story of the Merrimac and the Monitor, A. Badeau, St. Nicholas, 14 : Part 1 : 435 ; The First Fight of Ironclads, Century, March, 1885 ; In the Monitor's Turret, Century, March, 1885 ; Watching the Merrimac, Century, March, 1885 ; Headley's The Miner Boy and his Monitor.

#### XIX. McCLELLAN AND RICHMOND.

Appleton's Cyclopedia of American Biography, vol. IV., pp. 79-84 ; Champlin's Young Folks' History of the War for the Union ; The Peninsular Campaign, by McClellan, Century, May, 1885 ; From the Peninsula to Antietam, by McClellan, Century, May, 1886 ; Up the Peninsula with McClellan, Century, March, 1885 ; McClellan's Own Story. Poem : Barbara Frietchie, Whittier.

#### XX. JEB STUART.

Appleton's Cyclopedia of American Biography, vol. V., p. 727 ; Champlin's Young Folks' History of the War for the Union, pp. 260-263.

**XXI. THE BATTLE OF GETTYSBURG.**

Good Reading, pp. 1-31; Champlin's Young Folks' History of the War for the Union, pp. 354-371; The Youth's History of United States, vol. III., pp. 183-195; Richardson's History of Our Country; Drake's Battle of Gettysburg (Lee & Shepard); Greeley's American Conflict, vol. II., pp. 377-396; Marching to Victory, chaps. xi., xii., and xiii.; The Battle of Gettysburg, St. Nicholas, September, 1887. Poem: John Burns of Gettysburg, Bret Harte.

**XXII. PRISON LIFE IN THE SOUTH.**

Goss's The Soldier's Story of his Captivity at Andersonville, Belle Isle, and other Prisons; Spencer's Narrative of Andersonville; Hamlin's Andersonville Prison; Goss's Jed; McElroy's Andersonville.

**XXIII. THE ALABAMA.**

Soley's Blockade and the Cruisers; Life on the Alabama, by one of the crew, Century, April, 1886; Cruise and Combats of the Alabama, Century, April, 1886; The Duel between the Alabama and the Kearsarge, Century, April, 1886; Sailor Boys of '61, pp. 313-333.

**XXIV. STONEWALL JACKSON.**

Appleton's Cyclopedia of American Biography, vol. III., pp. 391, 392; Champlin's Young Folks' History of the War for the Union, pp. 253, 254, 351, 352; Harper's Magazine, 1891; Personal Reminiscences of Stonewall



Jackson, *Century*, 10: 927-936; Cooke's *Life of Stonewall Jackson*.

**XXV. SHERMAN AND THE MARCH TO THE SEA.**

Appleton's *Cyclopedia of American Biography*, vol. V., pp. 502-507; *Story of the Great March*, Nichols; Gen. Sherman, E. V. Smalley, *Century*, 27: 450; *Sherman's March to the Sea*, A. Badeau, St. Nicholas, 14, Part 2: 533; *Headley's Facing the Enemy*; *Sherman's Memoirs*. Poems: *Marching through Georgia* (vol. IV., *American History Stories*); *Sherman in Savannah*, O. W. Holmes; *Howard at Atlanta*, Whittier.

**XXVI. PHIL SHERIDAN.**

Appleton's *Cyclopedia of American Biography*, vol. V., pp. 497-500; Champlin's *Young Folks' History of the War for the Union*, pp. 451, 452; Lieut.-Gen. Sheridan, Adam Badeau, *Century*, 27: 496; *Sheridan in the Valley*, A. Badeau, St. Nicholas, 14, Part 2: 604; *Poor Boys who became Famous*, pp. 251-269; *Headley's Fighting Phil*; *Sheridan's Memoirs*; *Sheridan and Sheridan's Ride*, *Century*, February, 1884. Poem: *Sheridan's Ride*, Thomas Buchanan Read (in *Bryant's Library of Poetry and Song*).

**XXVII. U. S. GRANT.**

Appleton's *Cyclopedia of American Biography*, vol. II., pp. 709-725; Champlin's *Young Folks' History of the War for the Union*; *The Youth's History of the United States*, vol. III., pp. 306-319; *Personal Memoirs*, vol. I.,

pp. 24-31; The Last Days of Gen. Grant, Adam Badeau, Century, 30: 919; Gen. Grant, J. B. Fremont, Wide Awake, 21: 219; Lee & Shepard's Life and Deeds of U. S. Grant. Poem: Tenting on the Old Camp Ground (vol. IV., American History Stories).

**XXVIII. ROBERT E. LEE AND APPOMATTOX.**

Appleton's Cyclopedia of American Biography, vol. III., pp. 668-674; Cooke's Life of Gen. R. E. Lee. Poems: The Blue and the Gray, Finch; Hymn of Peace, O. W. Holmes; United at Last (Barnes's Fourth Reader); How sleep the Brave, Collins; Decoration Day, Longfellow.

## LIST OF REFERENCE BOOKS.

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- Catlin.** — North American Indians. *Chatto & Windus, London.* £3 3<sup>s</sup>
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These are excellent for boys: we would highly commend them.

## A FEW OF OUR NOTED PATRIOTIC POEMS.

NOTE. This list will be extended in Part II.

**Anonymous.** — Independence Bell.

**Bryant.** — Song of Marion's Men.

**Drake.** — The American Flag.

**Bret Harte.** — John Burns of Gettysburg.

**Hemans.** — Landing of the Pilgrim Fathers.

**Holmes.** — Lexington, also Old Ironsides.

**Key.** — The Star-Spangled Banner.

**Longfellow.** — { The Courtship of Miles Standish.  
Evangeline.  
Paul Revere's Ride.  
The Ship of State.

**Lowell.** — The Biglow Papers.

**Thomas Buchanan Read.** — Sheridan's Ride.

**Smith.** — My Country, 'tis of thee.

**Whittier.** — { Barbara Frietchie.  
Astrea at the Capital.  
The Slave Ships.

**Work.** — Marching through Georgia.

## BOOKS TO BUY FIRST.

IN making out the following list, we have kept in mind those books written especially for young people. Our readers need not be surprised, then, to find no mention of standard histories. Our aim is to point out to the teacher books that are especially suitable for use in the elementary stages — books that a large percentage of children from ten to thirteen years old will keenly enjoy reading. Most of these books can be bought for a small sum. We suggest that teachers encourage children to begin at an early age forming libraries of their own. Many of them will like the suggestion and will heartily respond. In some places where the authorities are not liberal enough to get

such books for the school, it will be an excellent plan to ask the children to contribute to a small library fund. By doing this, a teacher of tact and enthusiasm will soon find the school library growing, and best of all, the children's interest in history and good literature increasing day by day.

- Dodge's Stories of American History.
- Higginson's Young Folks' History of the United States.
- Monroe's Story of Our Country.
- Young Folks' Series, 8 parts, American Explorers.
- Pratt's American History Stories.
- Eggleston's First Book in American History.
- Eggleston's History of the United States.
- Johonnot's Stories of Our Country.
- Scudder's Short History of the United States.
- Blaisdell's Stories of the Civil War.
- Historical Classic Readings.
- Gilman's Historical Readers.
- Montgomery's Leading Facts of American History.
- Wright's Children's Stories in American History.
- Wright's Children's Stories of American Progress.
- Richardson's History of Our Country.
- Abernethy's Franklin's Autobiography.
- Coffin's Old Times in the Colonies.
- Coffin's Boys of '76.
- Coffin's Building the Nation.
- Champlin's Young Folks' History of the War for the Union.
- Barnes's One Hundred Years of American Independence.
- Scudder's George Washington.
- Fiske's War of Independence.
- Ellis's Youth's History of the United States.
- Higginson's Young Folks' Book of American Explorers.
- Hawthorne's Grandfather's Chair.
- Cooke's Stories of the Old Dominion.
- Longfellow's Evangeline.

A PATHFINDER  
IN  
AMERICAN HISTORY

*PART II.*

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A PATHFINDER IN AMERICAN HISTORY, PART II.



*“ Histories are as perfect as the Historian  
is wise, and is gifted with an eye and a soul.”*

CARLYLE.



## PREFACE TO PART II

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WE hope the pages of this volume contain help and inspiration for the teacher of United States History. Its purpose is to show that history may be taught as a growth, and thus be made the means of the best intellectual and moral training. This method, properly developed, will lead the pupils to think in the line of probable reasoning, with quite as good results upon life and character as the thinking they do in necessary reasoning in arithmetic or algebra.

To help secure such results, we have tried to distinguish between important and unimportant topics. Much, therefore, has been freely omitted which for generations has been taught in American schools. These omissions are especially conspicuous in the treatment of explorers, colonies, and wars. "Suggestive Notes," to which we call special attention, state fully the reasons for such omissions.

These notes contain suggestions as to the best way of teaching a given topic or group of topics. Much historical matter, not usually found in books written for class use, is also given, and it is hoped that these notes may

be helpful in the formation of broader views on the questions discussed.

In some instances the substance of a few paragraphs or pages from an accepted authority is quoted, and the reader referred to the source of information, with the expectation that in this way new fields of investigation and research will be opened. We feel confident our efforts in this direction, however poorly carried out, will not be entirely without appreciation.

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## 12. Famous sayings of eminent men.

*This book, dealing largely with the pedagogical side of United States History, and uniting methods of work with a comprehensive bibliography of the subject for juvenile minds, will be found especially adapted to the use of normal-school pupils.*

Leading educational thought favors a separation of the brighter pupils in any grade into a distinct section which will be able to do more advanced work than the other pupils of the same grade. In such classes the "Pathfinder" will be of great service. Its "Suggestive Notes," whose specific aim is to present the logic of history, as well as to give facts not found in the usual text-book, would be studied with interest and profit by such pupils.

It is believed, also, that the book will find an acceptable place in the home, where it will prove a helpful guide in selecting suitable reading for the young.

If the reader will kindly call attention to any error in quotation of references, the authors will be grateful.

THE AUTHORS.

HARTFORD, CONN., Feb. 1, 1893.



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## A FEW HINTS ON CONDUCTING THE RECITATION IN HISTORY.

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THE first and pre-eminent requisite of a successful recitation is that the teacher himself must know the subject thoroughly. Nothing can compensate for the teacher's lack of acquaintance with the facts to be compared and discussed. An indispensable element of the best teaching is inspiration. But to be able to inspire we must not only feel a deep interest in the subject; we must also win the confidence of our pupils. We must make them feel that we know what we are talking about.

An accurate knowledge of history will also help the teacher in selecting what is really worth teaching. This ability to distinguish between what is and what is not significant — a definite conception of the perspective of history — is clearly essential to the highest success. Such knowledge will breed enthusiasm, and enthusiasm is magnetic. An ideal recitation presupposes perfect sympathy between teacher and pupils: and when a faithful teacher's heart is warm with sympathetic interest in subject and

pupil there will always be a response that quickens the feelings and puts the pupil on the alert to appropriate all the good that comes from contact of mind with mind, of heart with heart.

Such interest and enthusiasm on the part of the teacher will make the recitation full of life. There should be no dulness, no listlessness. Of course at times a certain kind of drill, in the facts that form the real backbone of history, will prevent any special enthusiasm. But there need not be, there will never be, any such apparent stupor as results from the memoriter process of reciting history by the square inch, measured in some dry outline.

Pupils should be encouraged to correct misstatements made by others when reciting, but they should make such corrections after the reciter has finished. They should be trained to compare statements made in various books on the same subject. They will of course find mistakes, and will soon learn, as they must sooner or later learn, that books, like people, are not always trustworthy. Boys and girls are likely to think that what they find in print must be true: they should be taught that books are in many respects just as much unlike as their authors. This knowledge will help them greatly in discriminating between the good and the bad in literature. Training in this direction is a slow process, requiring much repetition and patience.

It is not an easy matter to induce boys and girls, unless

they have had the good fortune to be brought up in cultured homes, to notice even the authors of the books they read, to say nothing of finding out what sort of men and women the authors were. Some measure of this work, however, can be done by the teacher of history.

It is a good plan to begin the recitation by calling for a statement of the subject and topics of the lesson: then the first topic may be merely named by the teacher for the next pupil to take up. In order that he may be thrown entirely on his own resources he should be required to stand squarely on his feet, and recite without any questions.

It is by no means necessary to confine the recitation on the topic to one pupil. The oftener the class are called upon to contribute to the recitation the easier it will be to stimulate and sustain their interest.

So in most cases it will be more satisfactory to call upon pupils here and there to continue the recitation on the topic under discussion. It matters not if three or four recite on the same topic. After this recitation work has been finished — and it will be noted that it has all been done without questions from the teacher — and mistakes made in reciting have been corrected, volunteers should add further information on the topic in hand. We assume here, as we shall all through this book, that the mechanical and stultifying process of marking each individual at the close of his recitation is relegated to the past.

At this point the keen, incisive, thought-inspiring questions of the teacher should come in, not any more to clear up misty notions and test the pupil's limit of information, than to sharpen the edge of curiosity and lead the pupil to study motives and take note of the working of cause and effect in the evolution of events. Such questions require skill and careful preparation. Printed questions so often found in histories should rarely, if ever, be used in recitation work. They tend to make machines of teachers and pupils alike.<sup>1</sup>

We cordially recommend that pupils be led to ask questions. It will be excellent training for them. When they try to frame an intelligent question to test a fellow-pupil they will put themselves in an entirely different attitude.

They should be encouraged to make their questions broad and comprehensive of something more than dates or single facts. They will take much interest in this exercise, and will generally give more intelligent and logical thought to the framing of such questions than to the answering of those given by others. If they prefer, let them write out the questions at first. They will soon venture to state them orally.

<sup>1</sup> We cheerfully except some excellent review questions we have seen which may be used in review work to good advantage. We also admit that good printed questions may often serve as hints to a teacher in framing his own on advance work.

When they take up a new subject let them understand that they are to prepare a set of questions for a test exercise to be given when the subject is finished. The result will be excellent in many ways.

They should be encouraged to look up additional facts in books not referred to by the teacher. This will help them to cultivate that spirit of investigation which we shall emphasize in the suggestive notes of this book.

The teacher should never express his own opinion upon any man or measure until he has given his class an opportunity to make up their minds on the subject. The conclusions they may reach under the stimulus and influence of their reading and recitation work are a thousandfold more valuable to them than a blind reliance upon the *ipse dixit* of any teacher, however wise. Most teachers talk altogether too much in the way of lecturing. In saying this we would not be misunderstood. We admit that to help fill out the picture, hints and suggestions should be thrown in all along the line, and that the value of such work at the hands of a teacher broad-minded and judicious is of great value. At the same time, the best of teachers are under a constant temptation to tell things that can well be told by one or more members of the class. Teachers excuse themselves for this fault by the belief that they save time by telling the facts themselves rather than by bringing them out by questions from the class. Often there is another reason, however, which the

teacher would not like to acknowledge. That reason — must we say it? — is found in the willingness to exhibit to the class the fruits of much patient toil. It is a human weakness: and some of our best teachers will have to practise much self-restraint to overcome the desire to “air their own knowledge.” A valuable part of the training is in helping the pupil to form intelligent opinions, after carefully weighing evidence from various sources. These opinions may be very crude and childish, as they are formed by immature minds. These opinions may contain even less truth than error. But the child has got the benefit of the mental effort he has made. Such effort means growth, and in this case growth rather than accuracy was the right aim.

In discussing many subjects, such as the right of England to tax the colonies, the attitude of the United States toward France in the French Revolution, slavery, the tariff, the treatment of the Indians, and Chinese immigration, the class should be organized into a debating society. Such a method will create much intelligent interest and real enthusiasm, and will help the pupils to look at all sides of a question. To cultivate in boys and girls a habit like this is a worthy aim of the best teaching. We have seen the keenest pleasure manifested in such debates. It is a good plan to allow the class to divide on the question of slavery, the boys being Southern planters and large slaveholders, and the girls being



Northerners. We have tried it with the best results. We have known a considerable fraction of a class to read almost everything they could get at in their enthusiasm to be well informed on the subject and ready to face their opponents.

Every available means should be used to stimulate the pupil to see with "his mind's eye" the scenes described. Here it will not be possible for the teacher to exercise too much care. In spite of all that can be done a few pupils will get little but words from what they read. In the case of a great majority, however, such a result legitimately follows only faulty instruction. We will not attempt here to give any specific directions as to the best plan for the teacher to employ in helping the child to get mental pictures, to live amid the events narrated. We refer to the suggestive notes scattered all through Part II., and to the essay found in Part I.

Written exercises should be given frequently. These will help the pupils greatly in their command of language. Their difficulties are often with words to express certain new ideas they have found in their historical study. It is almost impossible for the teacher, so familiar with the technical terms common to historical language, to realize the great difficulties the young mind has in the mere matter of expressing its thoughts clearly and concisely. The written work, in short exercises, will help immensely in this field.

We have found a certain historical game to be interesting and instructive. It is very simple. Two leaders are selected from the class who choose sides. The teacher reads certain statements from a card and allows the pupils to guess, in order, what event is referred to. The successful pupil gets the card, and at the end of the game the cards on each side are counted, the side having the greater number of cards being the winner.

After pupils have advanced far enough in the study, they will enjoy an exercise in impersonating historical characters. The character impersonated by any boy is known only by himself and his teacher, and is selected some days before the exercise to enable the boy to prepare himself thoroughly. It is a good plan for the pupil to write out his exercise without committing it to memory. It should then be given orally in the first person, the other members of the class guessing the character represented. This exercise greatly helps the impersonator to imagine himself as really having passed through the events narrated.

## INTRODUCTION TO PART II.

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IN Part I. we have been dealing with that which would quicken enthusiasm and enliven interest in historical reading. Having reached the text-book, however, it should now be our aim to select the topics with reference to their importance. We must call attention to those great forces that have been busy in building up States and establishing institutions. To select these topics with care and give them merited prominence, is to furnish the pupil with a definite conception of the perspective of history. This requires of the teacher ripe judgment and keen discrimination, and, if well done, will train the pupils in right methods of historical study and investigation. In our judgment the facts left with a pupil by a year or two of text-book study are of small value when compared with a real insight into the proper way of reading history for himself. Given this insight and a real interest in the subject, the boy has that which will help to make him a thinking man and a valuable citizen. We should, then, in laying out a course for text-book

study, omit a great part of what the average text-book contains, especially when we are teaching wars.

In mapping out the work of Part II. we have tried to discriminate between what is to be read and what is to be carefully prepared for recitation. "What to teach" refers to the topics that are prominent enough to be learned and recited by all the class. Since these topics deal with events which furnish the backbone of history, they should be thoroughly learned and clearly understood. They are the heart and centre of all the work in the class-room. We recommend that the pupils should all use the same text-book in connection with the various reference books, because the one text-book puts them on common ground and furnishes a good solid basis of work.

The "References" are made to other books read in the preparation of the lesson. For preparing the lesson in school, half of the time may be used in reading the reference books and half in studying the text-book kept in the hands of each pupil. Before reading a line of the reference book the pupils should read with special care the lesson assigned in their own book. They will then see more clearly the bearing of the selected references upon the work in hand.

There are many ways of using the reference books, but the following plan has worked well: To avoid confusion, the class is divided into sections of two pupils each. In every section the pupils are numbered "one" and

“two.” Before the school session opens, each pupil whose number is “one” gets the book assigned to his section, and, after reading it in the time devoted to the preparation of the lesson, passes it over to “two.” The result of this very simple plan is that every pupil is certain to read on the lesson at least one book besides his own text-book. For example, in teaching Washington’s administration, two advance lessons may be assigned, and the references written upon the board as follows :

## FIRST LESSON.

1. Higginson, pp. 220-224.
2. “ “ “
3. “ “ “
4. “ “ “
5. “ “ “
6. Scudder, “ 250-254.
7. “ “ “
8. “ “ “
9. “ “ “
10. Richardson, “ 284-288.
11. “ “ “
12. “ “ “

## SECOND LESSON.

1. Scudder, pp. 268-272.
2. “ “ “
3. “ “ “
4. “ “ “
5. Richardson, “ 292-294.
6. “ “ “
7. “ “ “
8. “ “ “
9. “ “ “
10. Johnston, “ 153-155.
11. “ “ “
12. “ “ “

Of course this plan makes it necessary that there should be in the school library three or four copies of each reference book. Otherwise the teacher’s burden will be too heavy. We admit that this plan is open to the objection that too much is done for the pupil by telling

him exactly where to go for what he wants, but there is a compensating advantage in the fact that the pupils waste no time in getting at the most pertinent facts. Besides, he is learning how to use books and acquiring the habit of investigation. If told to go to the library and look up something on Washington's administration, he would be very likely to work somewhat aimlessly, if, indeed, he worked at all.

The "Special Topics" are for individual pupils to prepare. The recitations upon these are always full of interest to the class, and furnish excellent oral language exercises. The pupils take great pride in giving them in the best language at their command. Selected with special care, these topics stimulate the imagination and give life and color to the facts brought out in other parts of the lesson. They also serve the purpose of bringing out in the recitation some facts that are sidelights to the topics not important enough to be referred to in the assignment of the lesson. There are many facts that the pupils should know something about—facts that at some time in their lives they may wish to investigate, but which, in a grammar school, can be mentioned only in passing. Here the "Special Topics" and "Outside Readings" are of great service.

The majority of the pupils are ready to do some collateral reading in their historical work, and in that they should be encouraged in every way. One of the chief

objects should be to teach them not only the real spirit of history, but how to read intelligently. Facts are only a subordinate part of the work. Boys and girls under proper guidance may be led to read with a special purpose, and they will, many of them at least, eagerly respond to the wishes of an earnest teacher when he points out to them such books as will assist in the formation of good reading habits. "People will be no better than the books they read." If this is true, what can have a greater bearing upon the school-boy's future than the formation of good reading habits. The boys and girls of to-day find themselves surrounded by all sorts of literature, and they will read much of what comes into their hands. They do not know how to choose, how to discriminate between the good and the bad. They need help and guidance in this field quite as much as they need training in arithmetic and grammar. It is the exalted privilege of the teacher and the librarian to lead them to partake of sweet and wholesome food.

The teacher of American history has a glorious opportunity to stimulate the young to read and investigate for themselves. He measures his success, not by the number of facts he can teach, but by the interest he can arouse in the real life and spirit of history. To kindle such interest more than one dry outline that we know by the name of text-book must be used. Biography, books of travel, poetry, and fiction must be called into service. In this

way the boys and girls build for the future. They learn what to read and how to read it. They become acquainted with that which quickens the imagination and ennobles character.

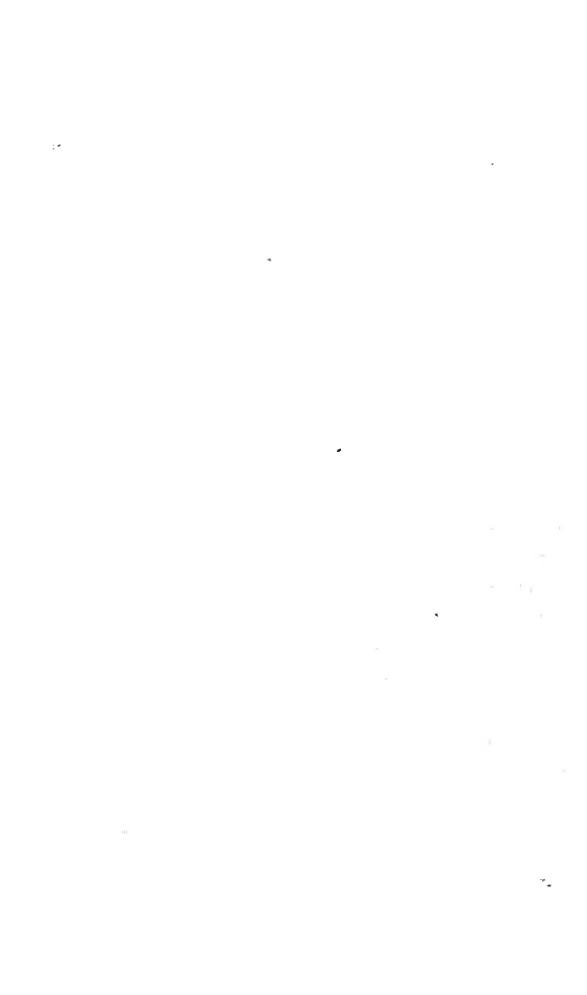
Our "Outside Readings" will, we hope, help the teacher greatly in this field. They are not meant to be exhaustive. On the contrary, they have been selected with great care, and include some of our best biography, fiction, history, poetry, and oratory. There are in every class bright pupils who can do far more work than is assigned the class. Here is their opportunity to read with a purpose, and to acquire that spirit of investigation which will be of untold value to them later. Here they draw inspiration from Irving and Prescott, Fiske and McMaster, Hildreth and Bryant, Parkman and Bancroft. Here they will listen to the eloquent words of Patrick Henry, Daniel Webster, and Henry Clay. Here they will make friends with Longfellow, Whittier, and Lowell. We thoroughly believe in the old-time custom of memorizing and declaiming the masterpieces of American oratory. In later years the Friday afternoon declamations of the olden days have been giving place to other things. Let us hear repeated by American youth the stirring words that moved our fathers to heroic action. Our schools cannot afford to drop such work.

We suggest that the pupils be encouraged to write essays on the historical stories they read. This will help



them to read critically and intelligently, and will furnish excellent material for language work. Some of our best historical poems should be used for exercises in transposing poetry into prose; some of them should be memorized; many of them should be read by the class during the reading hour; and some should be read to the class by the best readers.

We call attention to the value of explaining much of American history by referring to contemporaneous events in European countries. Our history can be better understood in the light of parallel current events in transatlantic states. We have therefore suggested "Readings in Contemporaneous History," confining ourselves to England and France, because they are more closely associated with American History. We believe, however, that something more than mere "Readings" in English history should find a place in our grammar grades. The English colonies planted English institutions in America and modified them to suit the new environment. These colonies were filled with English precedents and political ideas; and how they came here and what they did after they came can never be intelligently comprehended without some knowledge of English history. We therefore believe that our course of study in grammar schools should give some time to the study of English history.



## PART II

# THE TEXT-BOOK

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### THE ORIGINAL INHABITANTS OF AMERICA

#### THE MOUND BUILDERS

##### I. REFERENCES.

Higginson's Young Folks, pp. 5-12; Bryant, I., pp. 19-34; Barnes, pp. 9-12; Butterworth, pp. 19-25; Shaler's Story of Our Continent, pp. 159, 160.

##### II. SPECIAL TOPICS.

Serpent Mound Park, Ohio, Anderson (Appendix), p. 53; Mound Builders, Shaler's Story of Our Continent, pp. 159, 160.

##### III. OUTSIDE READINGS.

**History:** The First Americans, Higginson's United States, pp. 1-26; The Mound Builders and who they were, Baldwin's Ancient America, pp. 13-70; Brinton's American Race; Moorehead's Primitive Man in Ohio; Pre-Columbian America, D'Anvers's Heroes of American Discovery, pp. 7-13.

## IV. SUGGESTIVE NOTES.

Some of our best specialists on the original inhabitants of America now boldly advance the theory that the Mound Builders were identical with the American Indians. Professor Shaler, in his "Nature and Man in America," *Scribner's Monthly*, 1890, and in his admirable little book, "The Story of Our Continent," refers to the Indians of the Mississippi Valley as in a more domesticated state when they built the numerous mounds scattered here and there throughout that region. They had advanced from the hunting stage to the cultivation of the soil. But when, in the course of time, vast numbers of the buffalo came to this valley, the Indians, no longer obliged to get their sustenance by agriculture, became hunters again and lived largely upon these animals. In trying to extend the grazing area for the buffalo, the Indians probably burned the woods and underbrush from year to year, thus bringing about the western prairie region.

## THE CLIFF DWELLERS

## I. REFERENCES.

Higginson's United States, pp. 1-26; Anderson, pp. 11, 12.

## II. OUTSIDE READINGS.

**History:** The cliff dwellings of the Mancos Cañons, F. H. Chapin, *Appalachia*, VI., No. 1; The Cliff Dwellings of the Mancos Cañons, F. H. Chapin, *American*

*Antiquarian*, July, 1890; Chapin's Land of the Cliff Dwellers; Pueblo and Cliff Dwellings, Bancroft's Native Races, IV., chaps viii., xi., and xii.; the Pueblos, Bancroft's Native Races, I., chap. v.; Zuñi Cliff Builders and Cliff Dwellers, *St. Nicholas*, August, 1892; Prehistoric Man on the Pacific Coast, *Atlantic Monthly*, May, 1891.

## THE INDIANS

### I. REFERENCES.

Goodrich, pp. 21-25; Montgomery, pp. 39-46; Eggleston's United States, pp. 85-89; Drake's Making of New England, pp. 142-148, 184-186; Scudder, pp. 14-18; Richardson, pp. 65-75; Higginson's Young Folks, pp. 13-24; Wright's American History, pp. 24-26; Barnes, pp. 15-19; Anderson, pp. 13-15.

### II. SPECIAL TOPICS.

The Totem, Higginson's Young Folks, p. 18; Preparations for War, Higginson's Young Folks, p. 21; The Indian Warrior, Richardson, pp. 70, 71; Torturing Captives, Barnes, p. 18; Marriage Customs, Barnes, p. 17; The Zuñi Mythology, Drake's Great West, pp. 45-47.

### III. OUTSIDE READINGS.

**History:** Drake's Making of New England, pp. 142-148, 184-186; Eggleston's Household United States, pp. 69-78, 86-91; Scudder, pp. 89-97; Catlin's North American Indians; Roosevelt's Winning the West; Ellis's Red

Man and White Man ; Parkman's Pontiac, I., chaps. i. and v. ; Drake's Indian History for Young Folks ; Tuttle's Boys' Book about Indians.

**Poetry :** The Indians, Sprague (Pratt, I.).

#### IV. SUGGESTIVE NOTES.

In taking up the Indians the teacher should have in mind the bearing of the subject, all along the line, upon the Indian question of to-day. Every topic in this connection should be taught in such a way as to aid the pupils in reaching intelligent opinions upon the condition of the Indians now living in the United States. The past is valuable only in so far as it enables us to interpret the present and helps us to a right preparation for the future. There is to-day, even among thinking men and women, much sentimentalism about the Indians, and it is the province of the teacher of history to clear up the misty notions on this subject that children get from older people.

Of course the intelligent appreciation of the Indian question must be a matter of slow growth, and the teacher will wisely refrain from trying to teach the subject with any thoroughness until reaching President Grant's administration, where a chart may be found covering the entire subject. At that point the pupil, after having studied the question in various connections, will be ready to go back to the beginning and trace the growth of this vexing subject down to the present time.

A few questions may be suggested here, however, to arouse their curiosity and excite their interest. If asked whether or not the Indians have been very badly treated, grammar-school children invariably and emphatically answer in the affirmative. In seeking a reason for their opinions the teacher will find total ignorance of certain significant facts. There were not millions of these people occupying and owning the land as the whites do now. The best authorities claim that the number of Indians, two hundred and fifty thousand, in this country now is quite as large as it was when our forefathers settled America. The Indians, then, did not have an undisputed claim to all the land. Schoolcraft says fifty thousand acres were required to sustain a single Indian and his family—five persons—by hunting alone. What a flood of light this throws upon the value of land to the Indians! Children are likely to think of an acre then and an acre now as of much the same value. "The Indians were badly cheated," they urge. In many cases no doubt they were, but not always. If the Indian received a musket for fifty thousand acres of land, he made a good bargain, for the musket enabled him to make his living with much greater ease than he could with his bow and arrow. His musket did for him then all that thousands of dollars could do for a civilized man now in a highly organized civilization. Such questions are ably handled by Ellis in Winsor's *History of America*, I., chapter v., and in his "The Red Man and the White

Man ;" by Parkman in his "Conspiracy of Pontiac," I., chapters i. and v.; by Professor Sumner in the *Forum*, III., 254; and by Roosevelt in his "The Winning of the West." Shaler's "Story of Our Continent" contains some pertinent facts as to the social condition of the Indian when the Europeans found him. A people who have furnished a King Philip, a Brant, a Tecumseh, and a Pontiac, with their ability in oratory, generalship, and organization, must be capable of attaining a much more complex social state than any they have yet attained. They were very cruel in war, and so were our ancestors a few thousand years ago. Their implements of war were also quite as good as those used by the fair-haired Anglo-Saxons when Cæsar conquered Britain. Their failure to make any greater advance in their economic condition seems largely due to several causes, among them the following:—

1. The open condition of America, where there are no individualized areas, shut in from the rest of the world by towering mountains, impassable forests, treacherous morasses, or large expanses of water. No tribe could find a shelter long enough to enable them to develop a peculiar type of character, as did the various peoples of Asia and Europe in the primitive stages.<sup>1</sup>

2. The absence of domesticable animals, such as the elephant, the camel, the ox, and the horse, to help them in subduing nature and in cultivating the soil. There is

<sup>1</sup> The teacher will find this subject discussed in Guyot's "Earth and Man."



ground for considerable doubt as to whether Europeans without the help of the horse and the ox would have advanced much farther than the Indians had when Columbus discovered America.

## EXPLORERS AND DISCOVERERS

### EXPLORERS FOR SPAIN

#### COLUMBUS.

##### I. REFERENCES.

Higginson's Young Folks, pp. 25-30; Wright's American History, pp. 27-60; Anderson, pp. 19-27; Montgomery, pp. 1-18; Ellis, I., pp. 7-14; Scudder, pp. 10-22; Eggleston's United States, pp. 1-12; Eggleston's First Book, pp. 1-18; Classic Readings, No. 1; Pratt and Carver's Our Fatherland, I., pp. 13-30; Richardson, pp. 28-32; Butterworth, pp. 30-36; Monroe, pp. 9-28; Gilman, I., pp. 27-71; Pratt, I., pp. 13-25; Eggleston's Household United States, pp. 1-8; Dodge's Stories of American History, pp. 9-17.

##### II. SPECIAL TOPICS.

Common Belief about Shape of the Earth, Higginson's Young Folks, pp. 32, 33; Early Days of Columbus, Richardson, pp. 26, 27; Return to Spain, Sheldon-Barnes, p. 26; The Two Motives of Columbus, Montgomery, pp. 5, 6; Last Days of Columbus, Wright's American History,

pp. 57-59; *The Story of America's Name*, Butterworth, pp. 45-50, Montgomery, pp. 20, 21; *The Sagas of the North*, Sheldon-Barnes, pp. 6-9.

### III. OUTSIDE READINGS.

**History:** *Discovery of San Salvador*, Coffin's *Old Times in the Colonies*, pp. 14-36; *Columbus and the Discovery of America*, Wright's *American History*, pp. 38-60; *Discovery of America by Columbus*, *Classic Readings*, No. 1; *Europe Before the Discovery of America*, Scudder, pp. 1-6; *Spain and Portugal*, Scudder, pp. 6-10; *Legends of the Northmen and Columbus and His Companions*, Higginson's *Young Folks' Series*, No. 1; *The Northmen*, Bryant, I., pp. 25-63; *Discovery of America by the Northmen*, Morris's *Half Hours*, I., pp. 22-28; *Eggleston's First Book*, pp. 1-18; *Johonnot's Ten Great Events*, chap. v.; *The Visit of the Vikings*, Higginson's *United States*, pp. 27-51; *The Northmen*, Drake's *New England Legends*, pp. 393-444; *The Legends of the Northmen*, Higginson's *Young Folks*, pp. 3-15; *Columbus and His Companions*, Higginson's *Young Folks*, pp. 19-52; *Columbus*, Ellis, I., pp. 7-30; *Columbus, His Predecessors and His Immediate Successors*, D'Anvers's *Heroes of American Discovery*, pp. 7-29.

**Biography:** Irving's *Columbus*; Prescott's *Ferdinand and Isabella*; Winsor's *Columbus*; Fiske's *Discovery of America*; Towle's *Heroes (Marco Polo)*; Towle's *Heroes (Vasco Da Gama)*.

**Poetry:** Columbus, Lowell; The Norsemen, Whittier; The White Man's Foot, chap. xxi. in the Song of Hiawatha, Longfellow; The Skeleton in Armor, Longfellow; Vinland, Montgomery (Pratt, I.).

**Readings in Contemporaneous History:** Montgomery's English History (Henry VII.), pp. 179-187; Yonge's History of England (Henry VII.), pp. 196-205; Guest's Handbook of English History (Henry VII.), pp. 374-383.

#### IV. SUGGESTIVE NOTES.

At the close of the fifteenth century Spain and Portugal were the great naval powers of the world, and, in accordance with a bull of Pope Alexander VI., issued in 1493, "they had divided between them the heathen world from pole to pole." In this division the Americas fell to the lot of Spain.

The pupils cannot understand the significance of the navigating expeditions of this period unless they know something definite of the relations one to another of Spain, Portugal, Holland, and England. Pupils should especially note the condition of affairs in the reign of Henry VII.

Justin Winsor's "Christopher Columbus" is one of the latest and best books on the life and work of the distinguished navigator. This book will tend to revolutionize the traditional views held of Columbus and his work. It is very severe in its criticisms of him. Fiske's "Discovery of America," also, is an excellent book for teachers.

We have not thought it best to assign for general recitation any topics on the Northmen, but we call the pupil's attention to the Northmen by special topics and outside readings. No doubt a few of an average class will be ready to do some collateral reading on a subject that is far more interesting than important.

## DE LEON AND FLORIDA

### I. REFERENCES.

Montgomery, pp. 24, 25 ; Anderson, pp. 29-31 ; Richardson, pp. 37, 38 ; Wright's American History, pp. 71-84 ; Bryant, I., pp. 146-148 ; Johonnot's Stories of Our Country, pp. 7-9.

### II. SPECIAL TOPICS.

Balboa and the Pacific, Anderson, pp. 31, 32 ; The Fair God, Prescott's Conquest of Mexico, I., pp. 60, 61 ; Public Couriers, Prescott's Conquest of Mexico, I., pp. 43-45 ; Montezuma's Manner of Life, Prescott's Conquest of Mexico, II., pp. 120, 121.

### III. OUTSIDE READINGS.

**History:** Balboa and the Pacific: Bryant, I., pp. 142-146 ; Morris's Half Hours, I., pp. 61-69 ; Montgomery, pp. 25, 26 ; Richardson, pp. 39-41 ; Cortez and Montezuma : Mythology of Aztecs, Prescott's Conquest of Mexico, I., pp. 5-10, 43, 45 ; Funeral Ceremonies, Prescott's Conquest of Mexico, I., pp. 65-67 ; Human Sacrifices and Cannibalism, Prescott's Conquest of Mexico, I., pp. 77-

87; Early Life of Cortez, Prescott's Conquest of Mexico, I., pp. 230-240; Weakness and Superstition of Montezuma, Prescott's Conquest of Mexico, I., pp. 308-320; Montezuma and His Reception of Cortez, Prescott's Conquest of Mexico, II., pp. 69-83; Montezuma's Manner of Life, Prescott's Conquest of Mexico, II., pp. 118-127; Cortez seizes Montezuma, Prescott's Conquest of Mexico, II., pp. 152-167; Desperate Fighting in Streets of Mexico, Prescott's Conquest of Mexico, II., pp. 291-329; Montezuma dies, Prescott's Conquest of Mexico, II., pp. 331-335; The Melancholy Night, Prescott's Conquest of Mexico, II., pp. 345-359; Eggleston's Montezuma; De Leon, Winsor's History of America, II., pp. 232-246; Cortez and His Companions, Winsor's History of America, II., pp. 349-396.

**Fiction:** By Right of Conquest, Henty; The Fair God, Wallace.

#### IV. SUGGESTIVE NOTES.

Besides Columbus, only the Spanish explorers of *North America* — De Leon, Narvaez, and Cabeza De Vaca, and De Soto — should be studied. The adventures of Balboa, Cortez, and Pizarro are highly romantic and picturesque, but the characters are not sufficiently important to consume much time in the recitation room. Prescott's "Conquest of Mexico," and his "Conquest of Peru" should be read far more than they are by the young people of to-day. These books are real classics, and contain much valuable history bearing on the Spanish conquests and

life among the American Indians of Mexico and South America. Boys and girls will be more likely to read these books, however, after their attention has been called to interesting passages. In fact, it seems to us much better to help young people to *select passages* than to direct them to read such books entire. It is just as well to caution the children against an implicit confidence in the extravagant accounts given by the Spanish explorers with their overwrought imaginations.

Henty's "By Right of Conquest" and Lew Wallace's "Fair God" will be of great interest, as they vividly contrast the weak, vacillating, superstitious Montezuma with the crafty, cruel, and fearless Cortez. Montezuma's manner of life, his relations with his people, his capture by the Spaniards, the bloody fighting in the streets of the city, and the "melancholy night," will aid in calling attention to a picturesque chapter in Spanish and American history. All this, however, can be done incidentally, in connection with the special topics and outside readings.

It will be noted that the Spaniards were just as conspicuously unsuccessful in North America, excepting Mexico, as they were successful in Mexico, South America, and the West Indies. Physical conditions will largely account for this significant fact. In southern latitudes they enjoyed the following advantages: 1. The trade winds made navigation easy from Spain almost directly west to the West Indies and surrounding regions; 2. The peaceful nature of the Gulf of Mexico and the Caribbean

Sea, except in the hurricane season, greatly aided the Spaniards in their explorations; 3. The climate was very similar to that of Spain; 4. The natives were easily subdued and enslaved. In these tropical regions the Indians, enervated by a warm climate and supporting themselves by a rude and primitive agriculture, were totally unlike the savages of the North, who were made hardy and brave by a life of hunting and continual warfare. These could not be enslaved and compelled to work.

Reasons for Spanish failures: Their objects were mainly wealth, conquest, adventure, and the Christianizing of the natives. The sudden wealth they found in Mexico and South America unfitted them for patient toil in developing agriculture, trade, and commerce. Their morals were lax, their home state weakly organized; and they were barbarously cruel to the natives. Their intermarriage with the Indians had no small effect in debasing the Spanish blood. Still, all these influences were trivial as compared with those exercised by geographic conditions.

## NARVAEZ AND CABEZA DE VACA

### I. REFERENCES.

Richardson, pp. 43, 44; Winsor's *History of America*, II., pp. 242-244; Wright's *American History*, pp. 85-103; Bryant, I., pp. 151-156; Bancroft, I., pp. 27-31; *Classic Readings*, No. 5, pp. 10-13.

## II. SPECIAL TOPICS.

The Inca a Prisoner, Prescott's Conquest of Peru, I., pp. 407-410; The Inca's Ransom, Prescott's Conquest of Peru, p. 450; The Inca's Execution, Prescott's Conquest of Peru, pp. 469-472; Magellan, Anderson, pp. 32, 33, Richardson, pp. 41, 42.

## III. OUTSIDE READINGS.

**History:** Strange Voyage of Cabeza de Vaca, Higginson's Young Folks' Series, No. 2, Higginson's American Explorers, pp. 73-96; Pizarro and Peru, Winsor's History of America, II., pp. 505-573; Peruvian Religion, Prescott's Conquest of Peru, I., pp. 88-117; Pizarro's Early History, Prescott's Conquest of Peru, I., pp. 204-207; Interview with the Inca, Prescott's Conquest of Peru, I., pp. 385-390; Pizarro's Desperate Plan to seize the Inca, Prescott's Conquest of Peru, I., pp. 391-409; The Inca a Prisoner, Prescott's Conquest of Peru, I., pp. 401-424; The Inca's Trial and Execution, Prescott's Conquest of Peru, I., pp. 463-472; Pizarro's Assassination, Prescott's Conquest of Peru, II., pp. 165-172; Pizarro's Character, Prescott's Conquest of Peru, II., pp. 176-187; Magellan, Winsor's History of America, II., pp. 591-613; Towle's Heroes (Pizarro); Pizarro invades Peru, Towle's Pizarro, pp. 138-157; The Inca's Court and Camp, pp. 157-171; Atahualpa a Prisoner, pp. 188-206; The Inca's Doom, pp. 206-229; The Death of Pizarro, p. 315-327.



**DE SOTO AND THE MISSISSIPPI****I. REFERENCES.**

Richardson, pp. 45-49; Anderson, pp. 35-38; Wright's American History, pp. 172-198; Bryant, I., pp. 156-170; Bancroft, I., pp. 38-49; Winsor's History of America, II., pp. 244-253; Higginson's American Explorers, pp. 121-140; Gilman, I., pp. 84-86; Butterworth, pp. 41-45; Morris's Half Hours, I., pp. 80-89; Montgomery, pp. 28-30; Ellis, I., pp. 36-38; Bryant, I., pp. 156-169.

**II. SPECIAL TOPICS.**

De Soto and the Indian Princess, Wright's American History, pp. 182-184; De Soto's Death, Higginson's Young Folks' Series, No. 3, pp. 138-140.

**III. OUTSIDE READINGS.**

**History:** Adventures of De Soto, Higginson's Young Folks' Series, No. 3; The Spanish Discoverers, Higginson's United States, pp. 52-74; The Adventures of De Soto, Higginson's American Explorers, pp. 121-140.

**EXPLORERS FOR ENGLAND****THE CABOTS AND NORTH AMERICA****I. REFERENCES.**

Montgomery, pp. 18, 19; Bryant, I., pp. 129-138; Bancroft, I., pp. 11-13, 61, 62; Markham's Sea Fathers, pp. 90-95; Richardson, pp. 49-51; Wright's American

History, pp. 61-64 ; Higginson's Young Folks, pp. 40-42 ; Monroe, pp. 37-45 ; Eggleston's First Book, pp. 18-23.

## II. SPECIAL TOPICS.

Their Commission from Henry VII., Lossing, p. 46 ; Study of the Globe determines their Course, Barnes's Brief, p. 25.

## III. OUTSIDE READINGS.

**History :** Higginson's Cabot and Verrazzano, Higginson's Young Folks' Series, No. 2 ; Bryant, I., pp. 129-138 ; Higginson's American Explorers, pp. 55-59 ; Hildreth, I., pp. 35-41 ; Winsor's Columbus, pp. 341-346.

**Readings in Contemporaneous History :** Towle's History of England, pp. 180-186.

## SIR FRANCIS DRAKE

### I. REFERENCES.

Anderson, pp. 33-35 ; Gilman, I., pp. 94-102 ; Winsor's History of America, III., pp. 64-73 ; Bryant, II., pp. 571-577 ; Sheldon Barnes, pp. 41-43.

### II. SPECIAL TOPICS.

The crowning of Drake by the Indians, Anderson, pp. 33, 34.

### III. OUTSIDE READINGS.

**History :** The Old English Seamen, Higginson's United States, pp. 75-107 ; Winsor's Columbus, pp. 643-646 ; Hale's Stories of Discovery, pp. 86-106 ; Drake crosses

the Pacific, Towle's Drake, pp. 164-181; Around the Globe, pp. 200-215; Sea-Battles in the West Indies, pp. 215-231; The Spanish Armada, pp. 231-245.

**Biography:** Towle's Heroes of History (Drake); The Old English Seamen, Higginson's United States, pp. 75-107.

**Fiction:** Under Drake's Flag, Henty; Westward Ho! Kingsley.

**Readings in Contemporaneous History:** Montgomery's English History, pp. 218-223; Yonge's History of England, 237-253; Guest's Handbook of English History, pp. 427-444.

## SIR WALTER RALEIGH

### I. REFERENCES.

Wright's American History, pp. 254-258; Eggleston's United States, pp. 254-258; Montgomery, pp. 34-38; Scudder, pp. 47-50; Richardson, pp. 59-65; Bryant, I., pp. 240-261; Monroe, pp. 46-54; Morris's Half Hours, I., pp. 105-114; Gilman, I., pp. 98-102; Ellis, I., pp. 55-59; Eggleston's Household United States, pp. 14-20; Winsor's History of America, III., pp. 105-116.

### II. SPECIAL TOPICS.

Drake rescues the starving Colonists, Richardson, pp. 62, 63; Croatoan, Montgomery, p. 37; Raleigh, Johnston, p. 9; What America was found to be, Montgomery, pp. 38, 39.

## III. OUTSIDE READINGS.

**History:** Eggleston's United States, pp. 13-17; Scudder, pp. 42-46; Morris's Half Hours, I., pp. 105-114; Bryant, I., pp. 240-261; Raleigh's Boyhood and Youth, Towle's Raleigh, pp. 1-16; Raleigh a Soldier, Courtier, and Colonizer, pp. 17-64; The Invincible Armada, pp. 64-79; Raleigh a Prisoner, pp. 79-96; Raleigh and the Tower, pp. 182-227.

**Biography:** Towle's Heroes (Raleigh).

**Fiction:** Kenilworth, Scott.

**Readings in Contemporaneous History:** Montgomery's English History, pp. 208-217; Guest's Handbook of English History, pp. 442-447; Towle's History of England, pp. 206-227.

## IV. SUGGESTIVE NOTES.

When Columbus returned to Spain from his first voyage to the New World, England was stirred with the desire to share in the honors and profits of discovery. King Henry was therefore quite willing to encourage the Cabots in their maritime adventures. They made their first voyage under a patent granted by the king, authorizing John Cabot and his three sons "to sail to all parts, countries, and seas of the east, of the west, and of the north, and find whatsoever isles, countries, regions, or provinces of the heathen and infidels, whatsoever they be and in what part of the world soever they be, which before this time have been unknown to all Christians."

It will be noticed, however, that the patent permitted the Cabots to sail to all parts and seas of the east, west, and north only. Out of deference to the discoveries of Spain and Portugal, probably, the Cabots were not permitted under the patent to make explorations in the south. Besides, England was then unable to cope with Spain or Portugal in naval warfare. So she carefully avoided coming into conflict with them in the territory from which she was barred by papal decree, and sent out her sailors to find a short *northwest* passage to the Indies.

It would be eminently unwise to teach all the English explorers. We have selected the leading ones, and these are quite sufficient to give clear and definite conceptions of the part played by England in exploring America. The temptation is great to linger so\* long amid these novel and romantic scenes as to rob the class of time that should be devoted to the consideration of events more vitally associated with the constitutional development of the republic. It should not be forgotten that to the future voter and American citizen the most instructive part of American history begins with the formation of our Constitution. Of course, that which precedes this great event prepares the pupils rightly to grasp its significance, and this is especially true of the American Revolution. But we should exercise the most painstaking care not to dwell at great length upon facts that can claim no prominent place in shaping subsequent events.

The work done by Cartier and Frobisher is much less

significant than that done by Alexander Hamilton and Daniel Webster—to say nothing of George Washington and Abraham Lincoln. This seems so plain as to require no mention. Yet it is true that many teachers of history, and many of those who make out examination papers on the subject, seem to fail in the appreciation of the relative merits of different periods.

The personality of the brave knight Raleigh is worthy of special notice. His position in the English court and his relation to Queen Elizabeth should be pointed out. Older and brighter pupils will be aided here by reading “Kenilworth.”

We cannot unduly emphasize the value of tracing upon the map all the voyages and explorations. No fact should be learned whose geography is not well defined. No event without a positive location can mean much to anybody. Historic development depends largely upon geographic conditions. Allow us then to urge that the pupils habitually associate the use of the map with the study of history. An hour of such related work is worth a day of aimless reading when events are *somewhere, anywhere*, between the earth and sky. It gives us great pleasure to refer to MacCoun’s “Historical Geography,” and to his historical charts, which should be in every school-room where history is taught. The charts are simply invaluable to clear, definite views of the changes made in the political geography of North America.

**EXPLORERS FOR FRANCE****THE HUGUENOTS IN SOUTH CAROLINA AND  
FLORIDA****I. REFERENCES.**

Richardson, pp. 53-58; Ellis, I., pp. 39-51; Montgomery, pp. 30-32; Wright's American History, pp. 228-234; Bryant, I., pp. 189-223; Gilman, I., pp. 91-93; Anderson, pp. 45-47.

**II. SPECIAL TOPICS.**

The first Huguenot Colony, Richardson, p. 54; De Gourgues gets Revenge, Richardson, pp. 57, 58.

**III. OUTSIDE READINGS.**

**History:** Wright's American History, pp. 228-253; The French in Florida, Higginson's Young Folks' Series, No. 3; Discovery of the Great Lakes and the Head Waters of the Mississippi, D'Anvers's Heroes of American Discovery, pp. 112-139, Bryant, I., pp. 189-223, Bancroft, I., pp. 51-59; The French in Florida, Higginson's American Explorers, pp. 143-166; Melendez and the Huguenots, Parkman's Pioneers of France, pp. 85-161, Winsor's History of America, II., pp. 261-283.

**Fiction:** The Flamingo Feather, Munroe.

**Readings in Contemporaneous History:** Montgomery's French History (Religious Wars), pp. 130-146.

## IV. SUGGESTIVE NOTES.

Our reason for placing most of the French explorers just before the Last French War, will be found on p. 43. We also put Henry Hudson where he chronologically belongs, with New Netherlands or New York.

## COLONIZATION

## THE ENGLISH IN AMERICA

## VIRGINIA (1607).

**What to Teach :** James I. and the Charter ; John Smith and the Colonists ; The Voyage and Settlement ; Smith's Explorations and the Indians ; Pocahontas ; Smith leaves Virginia ; The Winter of Suffering and Starvation ; The Great Charter ; Governor Dale and the People ; Tobacco and Slavery ; Representative Government ; Wives for the Settlers ; Governor Berkeley and Tyranny ; Contrast between the Cavalier of Virginia and the Puritan of Massachusetts ; England's Navigation Laws ; Royal Favorites presented with Virginia ; The Common People Ignored and Abused ; Bacon's Rebellion.

## I. REFERENCES.

Richardson, pp. 84-90, 134-137 ; Montgomery, pp. 50-64 ; Anderson, pp. 52-59, 86-88 ; Scudder, pp. 65-71, 115-119 ; Eggleston's First Book, pp. 23-42, 79-86 ; Ellis, I., pp. 63-68, 207-210 ; Bancroft, I., pp. 84-118 ; Classic Readings, No. 2 ; Wright's American History, pp. 259-



268 ; Dodge's Stories of American History, pp. 26-33 ; Monroe, pp. 55-67 ; Higginson's Young Folks, pp. 110-114 ; Cooke's Old Dominion, pp. 30-54, 65-68 ; Coffin's Old Times in the Colonies, pp. 259-262.

## II. SPECIAL TOPICS.

Indentured Servants, Johnston, p. 39 ; White Apprentices, Montgomery, p. 59 ; The Starving Time, Eggleston's United States, pp. 25, 26 ; The "Great Charter," Eggleston's United States, pp. 30, 31 ; The Virginia Wife Market, Eggleston's (G. C.) Strange Stories, pp. 175-185 ; The Capture of Smith by the Indians, Cooke's Old Dominion, pp. 41, 42 ; Berkeley's Revenge, Cooke's Old Dominion, p. 80 ; The Hero of Virginia, Dodge's Stories of American History, pp. 26-33.

## III. OUTSIDE READINGS.

**History :** Eggleston's United States, pp. 19-32 ; The Wise Fool of England, Coffin's Old Times in the Colonies, pp. 72-86 ; How Beaver Skins and Tobacco helped in Civilization, Coffin's Old Times in the Colonies, pp. 97-110 ; Story of Pocahontas, Wright's American History, pp. 259-268 ; The Settlement of Virginia, Classic Readings, No. 2 ; Eggleston's Pocahontas and Powhatan ; Markham's Colonial Days, pp. 127-145 ; The Lost Colonies of Virginia, Higginson's American Explorers, pp. 177-200 ; Bancroft, I., pp. 84-118 ; Captain John Smith, Higginson's American Explorers, pp. 231-265 ; The Planter in Virginia and a Chapter in English History,

Richardson, pp. 84-94; Winsor's History of America III., pp. 127-153; Virginia in 1765, Doyle's English Colonies, pp. 41-93; Morris's Half Hours, I., pp. 260-273; Eggleston's Household United States, pp. 20-27; Barnes, pp. 34-41; Higginson's American Explorers, pp. 236-246.

**Biography:** Warner's Captain John Smith; John Smith, Young Folks' Series, No. 6; Pocahontas, D'Anvers's Heroes of American Discovery, pp. 169-189.

**Readings in Contemporaneous History:** Montgomery's English History, pp. 229-237, 257-280; Yonge's History of England, pp. 253-267; Guest's Handbook of English History, chap. i., pp. 448-471; Towle's History of England, pp. 228-252.

#### IV. SUGGESTIVE NOTES.

England entertained so much respect for the decree of Pope Alexander VI. dividing the "heathen world from pole to pole between Spain and Portugal," and especially for the mighty navy of the Spanish king, that more than a century had gone by before she reaped any advantage from the explorations of the Cabots. In the mean time, through the courage and daring of Henry VIII. and "Good Queen Bess," English Protestantism had been led to spurn papal interference in the world's politics. The Invincible Armada had been swept from the sea; the haughty Spanish king was humbled; and Spain, as a great naval power, had fallen into decay. It was a glorious day

for old England, and eagerly did she seize her opportunity. The first half of the seventeenth century found her busily planting colonies in America.

Gosnold's expedition, in 1602, was the first bud of promise of this century — a century foreshadowing great national power for England.

The earlier colonial history of Virginia will be more easily understood by pupils if many of the events are grouped about John Smith, Pocahontas, Berkeley, and Bacon. The following points deserve special consideration : —

1. The inferior character of the first settlers and Smith's difficulties in saving them from starvation.

2. The struggle between the common people and the land-owning aristocracy. This interesting and suggestive struggle culminated in Bacon's rebellion. The tyrannical Berkeley represented the superior minority ; the brave Bacon, the despised, down-trodden majority.

3. The significant part tobacco played in establishing negro slavery. Here again appears the intimate connection between geographic conditions and the growth of history. The soil in Virginia was adapted to the cultivation of tobacco. The cultivation of tobacco called for extensive plantations, and these in turn demanded a great number of laborers. English poor-houses and jails were brought into requisition ; prisoners of war captured in the struggle between Cromwell and the Stuarts were brought over ; indentured servants were imported. But all these

were not enough to satisfy the demands of the tobacco-planter rapidly enriching himself by transatlantic trade. Fortunately, as it seemed, an avenue to the densely peopled regions of Guinea had been recently opened. In the continual warfare between hostile tribes in Africa vast hordes of captives were taken and were easily secured by slave-traders through an exchange of European manufactured goods. These negroes were packed so closely that a vessel of five hundred tons' burden would sometimes bring from Africa nearly a thousand souls. As a result of this ease of barter and facility of transportation the slave merchants could sell a negro for about the price of a good horse. In two or three years an able-bodied negro on a tobacco plantation could pay for his cost. From the standpoint of trade and commerce, Virginia seemed the most fortunate of the colonies, and her planters grew rich. In 1690 tobacco had made Virginia and Maryland the richest colonies then planted on the Atlantic coast.

The terms of the Great Charter are worthy of note and will be referred to again when we come to consider the western claims of Virginia and other colonies in connection with the Articles of Confederation and the Northwest Territory.

Virginia should be taught with great care, because it is an excellent type of the civilization of the South. Massachusetts, representing the civilization of the North, should also receive special treatment. Of course the

physiography of the continent was overwhelming in its influence upon the character of the life and industries of the North and the South. Yet we cannot forget that the Puritan with his democratic ideas settled Massachusetts, the Mother State of the North, while the cavalier, permeated with the spirit of feudalism, found his home in Virginia, the Mother State of the South. Hence the topic, Contrast between the Cavalier of Virginia and the Puritan of Massachusetts, points to the future, a future full of civil discord and confusion.

"England's Navigation Laws" may remind the teacher that the forces which finally brought about the American Revolution were already in motion. We shall say more of this in referring to the causes of the Revolution.

#### NEW NETHERLAND, OR NEW YORK (1614).

**What to Teach:** Henry Hudson; The Dutch in New Netherland; Peter Miniut and New Amsterdam; The Patroons; Peter Stuyvesant and Popular Rights; New Netherland becomes New York.

#### I. REFERENCES.

Richardson, pp. 109-115; Higginson's Young Folks, pp. 88-98; Montgomery, pp. 65-72; Wright's American History, pp. 292-294; Anderson, pp. 60-64; Scudder, pp. 54-58; Ellis, I., pp. 84-89; Eggleston's First Book, pp. 42-49; Barnes, pp. 55-60; Coffin's Old Times in the Colonies, pp. 142-145, 195-205.

## II. SPECIAL TOPICS.

Hudson and the Indians, Eggleston's First Book, pp. 45, 46; The Patroons, Montgomery, p. 68.

## III. OUTSIDE READINGS.

**History:** New York and New Netherland, Smith's Stories of Persons and Places, pp. 228-245; Winsor's History of America, IV., pp. 395-409; Henry Hudson and the Netherlands, Higginson's American Explorers, pp. 311-337, Higginson's Young Folks' Series, No. 7, Bryant I., pp. 345-358, Bancroft, I., pp. 475-493; New York until 1688, Fisher's Colonial Era, chap. ix.; Settlement of New York and its Revolutionary History, Drake's Nooks and Corners of New England, pp. 228-260; Classic Readings, No. 9; Markham's Sea Fathers, pp. 141-150; New York in 1765, Doyle's English Colonies, pp. 312-341.

**Biography:** Sparks's American Biography, X.

**Fiction:** Knickerbocker's History of New York, Irving.

## IV. SUGGESTIVE NOTES.

Henry Hudson's explorations were so closely followed by the settlement of New Netherland that we study him in this connection. We caution teachers against dwelling to any considerable extent upon the works of the Dutch governors. Peter Stuyvesant may well claim a due share of attention, but it is not necessary to do much with the others. Some quotations from Knickerbocker's History of New York will give spice to the recitations. Henry

Hudson and Peter Stuyvesant will tell a large part of the story.

### MASSACHUSETTS.

#### *a.* PLYMOUTH COLONY (1620).

**What to Teach:** Religious Intolerance and the Puritans in England; Holland the First Refuge; Why the Pilgrims came to America; The Pilgrims and the English Company; The Character of the Colonists; The Compact in the Cabin of the Mayflower; Captain Myles Standish and the Exploring Expedition; Landing of the Pilgrims at Plymouth Rock; The Colonists in Distress; The Town Meeting; Massasoit and the Indians; The Pilgrims become Independent of the English Company; Plymouth of the Present.

#### I. REFERENCES.

Anderson, pp. 65-71; Eggleston's United States, pp. 33-38; Scudder, pp. 72-76; Drake's Making of New England, pp. 67-86; Ellis, I., pp. 99-107; Montgomery, pp. 74-80; Gilman, II., pp. 12-21; Eggleston's First Book, pp. 49-59; Higginson's Young Folks, pp. 55-60; Monroe, pp. 85-96; Richardson, pp. 95-100; Wright's American History, pp. 18-25; Coffin's Old Times in the Colonies, pp. 117-126; Johonnot's Ten Great Events, pp. 207-214; Eggleston's Household United States, pp. 37-42; Barnes, pp. 42-46; Dodge's Stories of American History, pp. 18-25.

## II. SPECIAL TOPICS.

The Pilgrim Covenant, Johnston, p. 18; Hardships of First Winter, Higginson's Young Folks, pp. 59, 60; The Explorers, Coffin's Old Times in the Colonies, pp. 120, 121; Why the Colonists came, Dodge's Stories of American History, pp. 34-39.

## III. OUTSIDE READINGS.

**History:** The Pilgrims, Coffin's Old Times in the Colonies, pp. 111-140; First Years at Plymouth, Coffin's Old Times in the Colonies, pp. 129-145; The Pilgrims and the Settlement of New England, Wright's American History, pp. 200-315; Hawthorne's Grandfather's Chair; The Pilgrims of Plymouth, Higginson's Young Folks' Series, No. 8, Markham's Colonial Days, pp. 53-71; Plymouth Plantations, Classic Readings, No. 3; The Coming of the Pilgrims, Drake's Making of New England, pp. 67-103; Hale's Story of Massachusetts, pp. 20-49, 90-185; Legends of Plymouth Rock, Drake's New England Legends, pp. 311-337, Winsor's History of America, III., pp. 257-283; New England in 1765, Doyle's English Colonies, pp. 406-476; The Plymouth Pilgrims, Doyle's Puritan Colonies, I., pp. 11-81; Plymouth Past and Present, Drake's Nooks and Corners of New England, pp. 261-282.

**Biography:** Abbott's Captain Miles Standish; Appleton's Cyclopædia of American Biography, V., pp. 643, 644.

**Fiction:** The Mayflower, Stowe; Standish of Standish, Austin; Bettie Alden, Austin; A Nameless Nobleman, Austin; Dr. Le Baron and His Daughters, Austin.



**Poetry:** Courtship of Miles Standish, Longfellow; The Landing of the Pilgrim Fathers, Hemans; Thanksgiving Day, Preston; The First Thanksgiving Day, Preston; The Twenty-Second of December, Bryant; Songs of the Pilgrims (an excellent collection of poems on colonial New England); The Embarkation (Pilgrims), Doten; First Proclamation of Miles Standish, Preston; The Pilgrim Fathers — Where are They, Pierpont; The Pilgrim's Vision, O. W. Holmes.

**Oratory:** Webster's Plymouth Oration, Webster and His Masterpieces, II., pp. 59-111; The Mayflower and the Pilgrim, Union Speaker, E. Everett, p. 111.

**Readings in Contemporaneous History:** Guest's Handbook of English History, pp. 472-492.

#### IV. SUGGESTIVE NOTES.

Let the personality of Myles Standish stand out in bold relief. Make much of the character of the Pilgrims. The study of these noble men and women will prove inspiring. The motives of the Pilgrims should be compared with the motives animating other colonies in America. For a comprehensive account of the Pilgrims we refer to Goodwin's "The Pilgrim Republic." It is full of interest.

#### *b.* MASSACHUSETTS BAY COLONY (1630).

**What to Teach:** The First Colony settles at Salem; Endicott's Religious Zeal; The Church and the State; Religious Intolerance among the Puritans; Roger Williams

and Mrs. Hutchinson sent out of the Colony; Harvard University and the Common Schools; Eliot and the Indians; The New England Confederacy; The Puritans and the Quakers; Industries and Trade; King Philip's War; The Witchcraft Delusion at Salem; Gov. Andros and the Charter; Contrast between Massachusetts Bay and Plymouth Colonies as to Wealth, Growth, Government, and Religious Intolerance.

### I. REFERENCES.

Richardson, pp. 128-134; Montgomery, pp. 80-92; Eggleston's United States, pp. 39-43; Scudder, pp. 77-85; Monroe, pp. 129-141; Ellis, I., pp. 170-179; Barnes, pp. 46-52; Winsor's History of America, III., pp. 310-321; Coffin's Old Times in the Colonies, pp. 162-170; Higginson's Young Folks, pp. 60-64, 83, 84; Frothingham's Rise of the Republic, pp. 38-43.

### II. SPECIAL TOPICS.

The Quakers, Montgomery, p. 89; The Scarcity of Food, Higginson's Young Folks, pp. 63, 64; Roger Williams, Higginson's Young Folks, pp. 68, 69; Coffin's Old Times in the Colonies, pp. 187, 188; John Eliot, Smith's Famous Americans, pp. 284-286.

### III. OUTSIDE READINGS.

**History:** The Puritan Beginning, Coffin's Old Times in the Colonies, pp. 152-170; The Struggle for Liberty in England, and how it affected America, Coffin's Old Times

in the Colonies, pp. 206-215; Witches, Richardson, pp. 141-146, 303-317; Massachusetts Bay Colony, Higginson's Young Folks' Series, No. 8; King Philip's War, Coffin's Old Times in the Colonies, pp. 241-250; The Coming of the Puritans, Drake's Making of New England, pp. 149-184; Mistress Anne Hutchinson, Drake's New England Legends, pp. 11-22; The Quakers in Boston, Drake's New England Legends, pp. 36-65; Witchcraft, Drake's New England Legends, pp. 28-35, 183-196; The Massachusetts Bay Colony, Higginson's American Explorers, pp. 341-361; A Town of Great Landmarks, Smith's Stories of Persons and Places, pp. 171-192; Settlement of Massachusetts, Doyle's Puritan Colonies, I., pp. 83-112; Roger Williams and the Antinomians, Doyle's Puritan Colonies, I., pp. 113-147; Salem and Witch Hill, Drake's Nooks and Corners of New England, pp. 208-227.

**Biography:** Philip of Pokanoket, Irving's Sketch Book; The Death of King Philip, Morris's Half Hours, I., pp. 225-233; Roger Williams, Drake's Making of New England, pp. 194-199; Philip, D'Anvers's Heroes of American Discovery, pp. 191-208.

**Poetry:** The New England Tragedies (for teachers), Longfellow; Giles Corey of Salem Farms (Witchcraft), Longfellow.

**Fiction:** Woodstock (Cromwell), Scott.

**Readings in Contemporaneous History:** Montgomery's English History, pp. 238-254; Yonge's History of England, pp. 288-314.

## IV. SUGGESTIVE NOTES.

The following points deserve special notice : —

1. The attitude of the Puritans towards religion and education. The difference between the wealth of Massachusetts to-day and that of Mississippi and Alabama is of course, largely due to the difference in the intelligence of their inhabitants, however much that difference in intelligence may have been influenced by geographic conditions.

2. The New England Confederacy as a step toward the Federal Union.

3. King Philip's War as a chapter in the history of the Indian question. The details of this war should not be studied. The causes, the character of fighting, and the results throw light upon the Indian question. Nothing else is needed in connection with the war.

4. The relation between Roger Williams and the Massachusetts Bay Colony. Roger Williams in this connection will arouse interest, and his part in the settlement of Rhode Island, and in securing the charter of this republican colony, may well be brought out.<sup>1</sup> But this will suffice for Rhode Island as a colony, except, of course, in Rhode Island schools.

<sup>1</sup> Roger Williams, however, was not banished from the colony because of his religious views. For an interesting discussion of this question we refer the teacher to Twichell's "John Winthrop" (Makers of America series), pp. 132-136. The entire book is very profitable reading.

**CONNECTICUT (1634).**

**What to Teach:** The Dutch in Connecticut; Emigration from Massachusetts; John Winthrop and Saybrook; The Pequot War; The First Constitution; Settlement of New Haven; The Regicides seek an Asylum in Connecticut; A Liberal Charter secured; Andros and the Charter Oak.

**I. REFERENCES.**

Barnes, pp. 53-154; Higginson's Young Folks, pp. 71-76; Coffin's Old Times in the Colonies, pp. 171-183; Sanford's Connecticut, pp. 15, 28, 29-32; Hollister's Connecticut, pp. 93-100; Montgomery, pp. 96-100; Drake's Making of New England, pp. 187-193, 203-212, 219, 220; Johnston's Connecticut, pp. 14-26, 83-108; Stuart's Hartford in the Olden Time, II., pp. 61-68.

**II. SPECIAL TOPICS.**

Andros and the Charter, Coffin's Old Times in the Colonies, pp. 267, 268; The Loss of the Charters, Scudder, pp. 101-106; Story of our Charter, Sanford's Connecticut, pp. 93-96; Company of Sixty who left Massachusetts, Coffin's Old Times in the Colonies, p. 174; Hooker and His Company, Coffin's Old Times in the Colonies, pp. 175, 176; The Constitution, Sanford's Connecticut, pp. 32-34.

**III. OUTSIDE READINGS.**

**History:** The Pequot War, Morris's Half Hours, I., pp. 162-172; The Puritans take Possession of New Eng-

land, Coffin's Old Times in the Colonies, pp. 171-183; Charles II. and the Regicides, Coffin's Old Times in the Colonies, pp. 234-240; Sanford's Connecticut, pp. 40-43, 115-126; Hollister's Connecticut, pp. 417-445; Stuart's Hartford in the Olden Time (Peculiar Laws and Punishments), pp. 233-243; Stuart's Hartford in the Olden Time (Old Dutch Point), pp. 233-243; The Pequot War, Drake's Making of New England, pp. 203-213, Winsor's History of America, III., pp. 330-339; The Settlement of Connecticut and the Pequot War, Doyle's Puritan Colonies, I., pp. 149-178; Nott's Three Judges.

**Poetry:** Abraham Davenport, Whittier.

**Fiction:** Romance of the Charter Oak, Seton.

#### IV. SUGGESTIVE NOTES.

Time should not be spent on the details of the Pequot War unless the teaching is in Connecticut. "Thomas Hooker and the town meeting" is a thousandfold more important. Connecticut is justly proud of having had "the first written constitution, in the modern sense of the term, as a permanent limitation on governmental power, known in history."<sup>1</sup> The influence of this State upon the formation of the Federal Constitution is worthy of comment also; but that subject will more naturally be considered in the discussion of the critical period, 1783-1789.

<sup>1</sup> See Johnston's "Connecticut," p. 63. Teachers would do well to read all of this able book. We also highly recommend Walker's "Thomas Hooker" (Makers of America Series).

**MARYLAND (1634).**

**What to Teach:** Lord Baltimore and the Catholic Colony; The Wigwam Church; Political and Religious Freedom; The Trouble with Clayborne; Lord Baltimore leaves Maryland; The Catholics persecuted; Loss of the Charter; The Church of England established; Maryland again passes into the hands of Lord Baltimore; Mason and Dixon's Line.

**I. REFERENCES.**

Scudder, pp. 120-122; Higginson's Young Folks, pp. 121-123; Coffin's Old Times in the Colonies, pp. 293-296; Richardson, pp. 119-121; Anderson, pp. 81-84; Montgomery, pp. 101-106; Eggleston's United States, pp. 62-67; Scudder's Short History, pp. 67-71; Classic Readings, No. 9, pp. 22-28; Ellis, I., pp. 138-143; Eggleston's United States, pp. 50-52.

**II. SPECIAL TOPICS.**

Maryland's Charter, Anderson, p. 81; The Settlement of St. Mary's, Montgomery, p. 102; The Two Calverts, Dodge's Stories of American History, pp. 40-45.

**III. OUTSIDE READINGS.**

**History:** The Settlement of Maryland, Morris's Half Hours, I., pp. 138-145; Winsor's History of America, III., pp. 517-553; Bryant, I., pp. 486-516; Maryland in 1765, Doyle's English Colonies, pp. 112-132; Bryant, I., pp. 490-498; Bancroft, I., pp. 154-176; Maryland until 1688, Fisher's Colonial Era, chap. v.

#### IV. SUGGESTIVE NOTES.

We select two proprietary colonies, Maryland and Pennsylvania. We have already said in the suggestive notes on Virginia that Maryland was in the 17th century made highly prosperous by growing tobacco. The settlement of Maryland by the Catholics, and her refusal to ratify the Articles of Confederation until the extravagant claims of several other colonies to the Northwest Territory had been given up, make the position of this colony in the "Original Thirteen" one of some prominence. We recommend for teachers' reading Browne's *Maryland* (American Commonwealth Series).

#### PENNSYLVANIA (1681).

**What to Teach:** Charles Second's Grant to William Penn; Penn's Holy Experiment; Emigration to Pennsylvania; Penn, the Proprietor, takes Possession; The Government of the Colony; Penn's Treaty with the Indians; Philadelphia's Rapid Growth; Penn and his Province.

#### I. REFERENCES.

Coffin's *Old Times in the Colonies*, pp. 297-302; Anderson, pp. 93-96; Scudder, pp. 110-115; Eggleston's *First Book*, pp. 59-67; Montgomery, pp. 88-90, 116-119; Ellis, I., pp. 183-190; *Classic Readings*, No. 9, pp. 40-45; Monroe, pp. 114-123; Higginson's *Young Folks*, pp. 101-104; Barnes, pp. 60-62; Richardson, pp. 122-125; Gilman II., pp. 81-83, 89-92; Eggleston's *United States*, pp. 57-60.



## II. SPECIAL TOPICS.

Mason and Dixon's Line, Johnston, p. 35 ; George Fox, Scudder, p. 106 ; William Penn, Eggleston's First Book, p. 59 ; William Penn's Manner of Living in America, Coffin's Old Times in the Colonies, pp. 301, 302 ; The Quakers, Dodge's Stories of American History, pp. 46-51.

## III. OUTSIDE READINGS.

**History :** The Quakers, Coffin's Old Times in the Colonies, pp. 216-223 ; Appleton's Cyclopædia of American Biography, IV., pp. 712-715 ; Bancroft, I., pp. 552-573 ; The City of Brotherly Love, Smith's Stories of Persons and Places, pp. 262-277 ; Winsor's History of America, III., pp. 469-495 ; Morris's Half Hours, I., pp. 193-203 ; Pennsylvania and Delaware in 1765, Doyle's English Colonies, pp. 227-263 ; Pennsylvania until 1688, Fisher's Colonial Era, chap. xi.

**Biography :** Lee & Shepard's Daring Deed Series (Penn).

## IV. SUGGESTIVE NOTES.

The Quaker Colony and Keystone State is full of interest. William Penn's work has had a great influence upon the history of the United States. "Penn's Holy Experiment," and the relations of the Quakers with the Indians, are especially important.

## GEORGIA (1733).

**What to Teach :** Oglethorpe, the General and Philanthropist ; The Two Reasons for Colonizing Georgia ;

First Settlement at Savannah ; Silk Culture ; The Importation of Rum and Slavery Prohibited ; The Wesleys and Whitefield ; War with the Spaniards.

#### I. REFERENCES.

Montgomery, pp. 120-124 ; Coffin's Old Times in the Colonies, pp. 350-356 ; Richardson, pp. 125-128 ; Anderson, pp. 103-106 ; Scudder, pp. 126, 127 ; Higginson's Young Folks, pp. 127-130 ; Eggleston's United States, pp. 62-67 ; Barnes, pp. 65, 66 ; Bancroft, II., pp. 281-291.

#### II. SPECIAL TOPICS.

Oglethorpe and the Indians, Richardson, p. 127 ; Oglethorpe's Two Motives, Montgomery, pp. 120, 121 ; The Wesleys, Hildreth, II., p. 369 ; Bancroft, II., p. 288 ; Settlement, Barnes's Brief, p. 76.

#### III. OUTSIDE READINGS.

**History :** Winsor's History of America, V., pp. 357-392 ; Ellis, I., pp. 250-267 ; Bryant, III., pp. 140-169 ; Georgia in 1765, Doyle's English Colonies., pp. 197-205 ; Hildreth, II., pp. 362-371 ; Georgia from Settlement to 1756, Fisher's Colonial Era, chap. xx.

**Poetry :** The Old Thirteen (Pratt, I.), Brooks.

#### IV. SUGGESTIVE NOTES.

The philanthropic work of Oglethorpe and his motives in colonizing Georgia are noteworthy. The date of this last English settlement along the Atlantic coast is a landmark, and should be fixed in the pupil's memory.

We have already given our reason for selecting only seven of the thirteen original colonies. We think these will amply suffice to give grammar-school children definite ideas as to our colonial history prior to the Last French War and the Revolution. In Part I. we emphasized the value of teaching local history. The history of the pupil's own State should be taught with some minuteness, and so should the history of the immediate locality of the school. In this way the children may be interested in local institutions and may be led to some slight observation at least of the play of political forces in their own town, county, and State. Much of this teaching in local history, however, should precede the text-book stage.

## THE FRENCH IN AMERICA

### THE FRENCH REACH THE MISSISSIPPI.

CHAMPLAIN AND THE JESUITS. — CHAMPLAIN AND THE IROQUOIS.

#### I. REFERENCES.

Richardson, pp. 150-153; Wright's American History, pp. 273-280; Scudder, pp. 51-54; Morris's Half Hours, I., pp. 171, 172; Bancroft, I., pp. 18-21, and II., pp. 138, 139.

#### II. SPECIAL TOPICS.

Champlain and the Hurons, Drake's Making of New England, pp. 41-43; Champlain and the Iroquois, Drake's Making of New England, pp. 44-46.

## III. OUTSIDE READINGS.

**History**: Champlain and his Associates, Classic Readings, No. 6; Champlain on the War Path, Higginson's Young Folks' Series, No. 6; Higginson's American Explorers, pp. 269-278; Parkman's Pioneers of France, pp. 310-324; Morris's Half Hours, I., pp. 172-182; Champlain and the Jesuits, Higginson's United States, pp. 123-136; Champlain and the Iroquois, Parkman's Pioneers of France, pp. 310-387; The Iroquois and the Hurons, Parkman's Jesuits in North America, pp. 336-348; The Ruin of the Hurons, Parkman's Jesuits in North America, pp. 378-386; Winsor's History of America, pp. 103-130.

**Fiction**: Romance of Dollard, Catherwood.

## IV. SUGGESTIVE NOTES.

In 1534, Cartier, sailing into the Gulf of St. Lawrence, landed and took possession of the country in the name of the French king. The next year he went up the St. Lawrence and spent the winter on its banks. After that the fur trade and the fisheries tempted French adventurers and explorers to the inhospitable icebound coast; but for nearly a century nothing of note was done by any of these hardy men. In 1603, however, Samuel de Champlain, deservedly called the "Father of New France," came to America, and five years later ascended the St. Lawrence, where he planted the first permanent French colony in the New World. This important work

of Champlain we take up in connection with that done by Father Marquette and other Jesuits and La Salle. Chronologically, Champlain seems to be out of place here. He should be considered at this point, however, because he is the earliest representative of the French in the vigorous extension of their claims over the vast regions watered by the St. Lawrence, the Mississippi, and their tributaries. His work was great, but in joining the enemies of the Iroquois he made a mistake that was fatal to the future growth of French interests in America. The Iroquois occupied a strong position near the head of the Mohawk Valley, and thus controlled one of the great pathways to the interior of the continent. They lay, therefore, in the route the French would naturally take in reaching the Mississippi Valley from the St. Lawrence. If the French could only have secured the Mississippi as they did the St. Lawrence their chance for getting undisputed possession of North America would have surpassed that of any other European nation on the continent. Having incurred the hostility of the Iroquois, however, they were obliged to make their slow and toilsome way up the Ottawa and north of the Great Lakes, in order to effect an entrance into the Mississippi Valley. Before this could be done the seventeenth century was growing old, and all the while the English colonies skirting the Atlantic coast were increasing in numbers and strength. Father Marquette sailed down the Mississippi in 1673, two years before King Philip's

War and Bacon's rebellion, and nine years later the brave La Salle set up near the mouth of that mighty stream a column bearing the arms of the French Monarch.

The journals of the untiring and earnest Jesuit missionaries have been of great value to the annalist of these early times. We also call especial attention to our brilliant historian, Francis Parkman, whose work in connection with the struggle between France and England for the possession of America is without a rival.

#### THE JESUITS. — FATHER MARQUETTE.

##### I. REFERENCES.

Richardson, pp. 154, 155; Daniel Boone (American Pioneers and Patriots Series), pp. 75-78; Bryant, II., pp. 503-510; Montgomery, pp. 124-126; Anderson, pp. 39-41; The Mississippi Valley, Classic Readings, No. 5, pp. 29-42.

##### II. SPECIAL TOPICS.

Marquette and the Indians, Classic Readings, No. 5, pp. 36, 37; Their Loss of Power, D'Anvers's Heroes of American Discovery, pp. 150, 151; Loyola, the founder of the Jesuits, Gilman I., pp. 7-11.

##### III. OUTSIDE READINGS.

**History:** Bancroft, II., pp. 152-159; D'Anvers's Heroes of American Discovery, pp. 129-133.

## LA SALLE.

## I. REFERENCES.

Bancroft, II., pp. 159-174; Bryant, II., pp. 510-521; Montgomery, pp. 126, 127; Classic Readings, No. 5; Wright's American History, pp. 322-330; Anderson, pp. 42, 43; Richardson, pp. 155-157.

## II. SPECIAL TOPICS.

La Salle's Trials, Sheldon-Barnes, p. 89; La Salle's Death, Classic Readings, No. 5, pp. 47, 48; The French and the Indians, Wright's American History, pp. 329, 330; The Successor of Joliet and Marquette, Montgomery, pp. 126, 127.

## III. OUTSIDE READINGS.

**History:** Parkman's La Salle, pp. 1-12, 131-187, 263-268, 322-408; Bancroft, II., pp. 159-174; Wright's American History, pp. 316-330; Hildreth, II., pp. 113-117; Drake's Making of the Great West, pp. 93-117; The French discover the Northwest, Hinsdale's Old Northwest, pp. 21-38.

**Fiction:** Story of Tonty, Catherwood.

## II. THE LAST FRENCH WAR (1754-1763).

**What to Teach:** Preparations made by the French; The Ohio Company; Washington's Perilous Journey; The Fighting begins; The Albany Convention.

## I. REFERENCES.

Montgomery, pp. 131-135 ; Richardson, pp. 157-160 ; Coffin's Old Times in the Colonies, pp. 368-373 ; Anderson, pp. 106-110 ; Irving-Fiske, pp. 64-66 ; Ellis, I., pp. 282-289 ; Bryant, III., pp. 255-261 ; Higginson's Young Folks, pp. 142-152.

## II. SPECIAL TOPICS.

Washington's Journey, Sheldon-Barnes, p. 104 ; Washington's Great Danger, Cooke's Old Dominion, pp. 115-119 ; The Albany Convention, Higginson's Young Folks, p. 151 ; Franklin's Plan of Union, Frothingham's Rise of the Republic, pp. 142-144.

## III. OUTSIDE READINGS.

**History:** The French colonize the Northwest, Hinsdale's Old Northwest, pp. 38-55 ; Beginning of a Great Struggle, Coffin's Old Times in the Colonies, pp. 363-373 ; George Washington, the Young Surveyor, and Washington in the Wilderness, Cooke's Old Dominion, pp. 94-122 ; Trouble in America between England and France, Scudder, pp. 138-155 ; The Hundred Years' War, Higginson's United States, pp. 169-191 ; The Colonies in 1750, Fiske's War of Independence, pp. 4-26 ; The French Wars and the First Plan of Union, Fiske's War of Independence, pp. 26-39 ; The French and Indian Wars, Hale's Story of Massachusetts, pp. 186-237 ; Washington's Childhood and Youth, Irving-Fiske, pp. 55-64 ; France and England in



America, Parkman's Pontiac, I., pp. 46-65; The French, the English and the Indians, Parkman's Pontiac, I., pp. 65-95; Collision of the Rival Colonies, Parkman's Pontiac, I., pp. 96-141; The Combatants, Parkman's Montcalm and Wolfe, I., pp. 5-35; Struggle for the Great Valley, Winsor's History of America, V., pp. 483-560.

**Biography:** Scudder's Washington; Benjamin Franklin, Scudder's Short History, pp. 89-102.

**Readings in Contemporaneous History:** Montgomery's English History, pp. 306-322; Montgomery's French History, pp. 192-202; Guest's Handbook of English History, pp. 522-531; Towle's History of England, pp. 268-279, 299-305.

#### IV. SUGGESTIVE NOTES.

There was almost continuous fighting between the English and the French colonists in America from 1689 to 1763. It would be a culpable waste of time to enter upon a detailed study of all these intercolonial wars in the class-room. Only the last one has any special significance for the grammar-school pupil in the study of American history. Certainly, an intelligent appreciation of the causes of this war and the spirit in which it was fought will be quite sufficient to explain the bitterness of feeling between the French and English in Europe and America, and the true inwardness of their long struggle for supremacy in the New World. We therefore gladly omit any detailed reference to these intercolonial wars, but we

have covered some of the ground in our outside readings. Pupils will — some of them at least — enjoy reading about these wars. The events were stirring, and abounded in thrilling episodes characteristic of Indian warfare. The teacher, then, may well spend a short time in referring to these wars and in speaking of the outside readings, especially those found in Parkman's books. Think of the time it would take to learn all the details that some of our well-known and widely used text-books give when treating of wars! How long is rubbish like this remembered? Of what value is it? When we consider the time wasted in teaching the thousand and one worthless details of raids and skirmishes, campaigns and battles, that could be pointed out in an average text-book on history, we are moved with sympathy for the children who are the victims of these unscientific methods and with indignation against the promoters of this false system. Such a waste of valuable time and energy is severely to be censured. We find in a history used in some of the best schools in this land a more or less detailed reference to nearly one hundred engagements of the Civil War, and in some schools — we trust the number is now small — the children are expected to cram all this verbiage, page by page, paragraph by paragraph, almost or quite word by word. This is what we call the sledge-hammer process of driving home facts. This is drilling with a vengeance, but it is stultifying and leaves little or no educational value behind. Nor are teachers altogether at fault. The great majority of them

are enthusiastic in their work and cheerfully do all in their power for the young people committed to their charge. But they are required to teach a certain text-book in United States history, and are expected to prepare for examinations at stated intervals. In many schools nothing is said to them about omitting anything. The teacher knows that the success of her work will be measured by the results of these examinations. She does not wish to lose her position. She fears that questions may be asked on the very thing she omits. So she omits nothing, and requires the pupil, anaconda-like, to swallow the text-book whole. The child gets more text-book than history, and we use words without meaning when we call such work *studying history*.

That a boy may have an intelligent knowledge of the place in history of any war, he should thoroughly understand its causes, the spirit in which it was carried on, and its most significant results. The causes and results of wars are great forces in making history, and it is these forces that an intelligent student of history must comprehend.<sup>1</sup> It is necessary to teach only enough of campaigns and battles to show the real character of the struggle. The drum-and-trumpet method of teaching history is, happily, of late, giving way to a careful inquiry into the working of the great industrial agencies that make commerce and develop national resources.

<sup>1</sup> Of course we have in mind here children of immature minds, and we do not expect them to grasp the philosophy of history in all its depth and breadth. Historical events mean far more to our readers at this time than they did ten years ago.

"The preparations made by the French" and the "Ohio Company" should be studied minutely. What led to the preparations? What were the grounds upon which the French and English alike laid claim to the disputed territory? Let the pupils go in imagination with brave young Washington on his perilous journey. The more intimately they can be led to know him, the better. He will inspire them to nobler, truer living. The Albany convention should be regarded as another step toward federal union.

**What to Teach:** Plans for the year 1775; Braddock's Defeat; Expulsion of the Acadians.

#### I. REFERENCES.

Richardson, pp. 161-166; Barnes, pp. 75-78; Smith's Stories of Persons and Places, pp. 42-46; Bryant, III., pp. 263-270; Coffin's Old Times in the Colonies, pp. 380-388; Ellis, I., pp. 293-296; Anderson, pp. 111-113; Irving-Fiske, pp. 85-93; Dodge's Stories of American History, pp. 52-59.

#### II. SPECIAL TOPICS.

Braddock's Egotism, Cooke's Old Dominion, pp. 123-125; Braddock and Franklin, Irving-Fiske, p. 75; Braddock's Difficulties, Irving-Fiske, pp. 78, 79; Loyalty of the Acadians to the French, Drake's Taking of Louisburg, pp. 33-36.

#### III. OUTSIDE READINGS.

**History:** Incompetent and Cowardly Generals, Coffin's Old Times in the Colonies, pp. 408-436; Braddock's De-

feat, Irving-Fiske, pp. 68-96; Two Civilizations, Coffin's Old Times in the Colonies, pp. 421-436; Braddock's Defeat, Classic Readings, No. 7; Braddock and His Sash, Cooke's Old Dominion, pp. 123-139; Expulsion of Acadians, Coffin's Old Times in the Colonies, pp. 374-388, Morris's Half Hours, I., pp. 333-343; Braddock, Parkman's Montcalm and Wolfe, I., pp. 187-233; The Acadians, Parkman's Montcalm and Wolfe, I., pp. 234-284; Fort William Henry, Parkman's Montcalm and Wolfe, I., pp. 474-513, Bryant, III., pp. 262-281; Drake's Taking of Louisburg; Bancroft, II., pp. 412-434.

**Biography:** Lossing's Mary and Martha Washington.

**Poetry:** Evangeline (the Acadians), Longfellow.

**Fiction:** Leather Stocking Tales, Cooper; The Virginians (Braddock), Thackeray.

#### IV. SUGGESTIVE NOTES.

In the study of 1755, the character of Braddock and Franklin should claim considerable attention. Longfellow's "Evangeline" may well be read in connection with the Acadians, although it is not historically accurate. For a reliable account of the attitude of the Acadians toward the French and the English, the outside reading in Parkman's "Montcalm and Wolfe" should be consulted. We also make particular mention of Cooper's novels as containing vivid and graphic presentations of the character of the contest.

In 1756 began that mighty struggle which was to de-

cide whether France or England should become a great world-power. Disaster after disaster fell like thunderbolts upon Britain's armies. The English government, weak and puerile, sent to America generals shamefully inefficient.

Braddock, Loudon, Abercrombie, and Webb were the pygmies matched against the giant warrior Montcalm, and the year 1758 had not reached its close when England's cause was brought to the verge of ruin. The French flag waved triumphant from Louisiana to the St. Lawrence. Dark as midnight was the outlook for England, and English statesmen became gloomy and despondent. Walpole said, "It is time for England to slip her cables and float away into some unknown ocean." Even the phlegmatic Chesterfield exclaimed with bitterness, "We are no longer a nation."

At this critical hour there came to the front one of the noblest figures in English History, the Great Commoner William Pitt. He was truly a heroic figure. "No man," said a soldier of the time, "ever entered Mr. Pitt's closet without coming out a braver man." "England has been a long time in labor," said Frederick of Prussia, "but she has at last brought forth a man." Mr. Pitt loved England as fondly as he loved his own life, and he was willing to rise or fall with her. But he was not the man to think of falling. He said, "I can save England, and I am the only man that can." He did save England. He infused his own lofty spirit into the people. He

chose generals, not because of their reputation and experience, but because of the genius he believed them to have, and then sent them forth, inspired with his enthusiasm and believing with him that England *must* conquer. Victory was assured. Everywhere were the British arms gloriously successful, and in 1758-59, years big with events of transcendent interest to the world, England laid the foundation of her imperial grandeur. "In Germany," said Pitt, "I shall conquer America." With this in view he allied himself with the great Frederic, and thus contributed to the overthrow of England's hated rival, France. With the aid of Clive at Plassey he established British rule in India, and by sending the invincible Wolfe to Quebec he struck the blow that humbled France and drove her from North America. In 1758 he found England a weak nation; in 1760 he had made her a great empire.<sup>1</sup>

**What to Teach:** Invasion of Canada; Capture of Ticonderoga and Crown Point; Capture of Quebec.

#### I. REFERENCES.

Coffin's Old Times in the Colonies, pp. 441-447; Anderson, pp. 108-111; Richardson, pp. 171, 172; Monroe, pp. 174-178; Ellis, I., pp. 304-315; Parkman's Montcalm and Wolfe, II., pp. 184-190, 259-297; Bryant, III., pp. 304-311; Bancroft, II., pp. 503-512; Irving-

<sup>1</sup> For a good brief account of William Pitt and England we refer the teacher to Green's "History of the English People," IV., pp. 163-190.

Fiske, pp. 116-122; Smith's Stories of Persons and Places, pp. 72-80.

## II. SPECIAL TOPICS.

Wolfe, Parkman's Montcalm and Wolfe, pp. 58, 184, 188; Wolfe on the Eve of Battle, Ellis, I., p. 311.

## III. OUTSIDE READINGS.

**History:** The Destiny of an Empire, Coffin's Old Times in the Colonies, pp. 437-453; Capture of Quebec, Morris's Half Hours, I., pp. 355-368, Rossiter Johnson's Old French War, pp. 319-360; Pitt, Parkman's Montcalm and Wolfe, II., pp. 38-51; Wolfe, Parkman's Montcalm and Wolfe, II., pp. 181-194; The Heights of Abraham, Parkman's Montcalm and Wolfe, II., pp. 259-297; Quebec in Intercolonial and Revolutionary Wars, Lossing's Field Book of the Revolution, I., pp. 184-213.

**Fiction:** With Wolfe in Canada, Henty.

## IV. SUGGESTIVE NOTES.

In our last suggestive notes we briefly referred to the great work of William Pitt for England. In passing abruptly from 1755 to 1759, it will be necessary for the teacher to give the class some conception of the changes brought about in the military situation during the intervening years. This can be very easily done, as it is not a matter of serious import. We are not training the children for military, but for civil life; we are preparing them not for the camp, but for the plain every-day duties of peaceful, industrious citizenship.



The frail, delicately constituted Wolfe is a picturesque character, and cannot but touch the chivalrous instincts of boys and girls. The story of his great victory at Quebec may well be dwelt upon, as it is highly suggestive of what a brave, patient man can do when the fates seem to be overwhelmingly against him.

The fall of Quebec ushered in another epoch in American history. But before beginning our study of this epoch let us pause to notice some conspicuous facts in the life and character of the French and the English colonists. These facts may enable us better to understand why English rather than French arms prevailed in 1763.

At the very outset, as heretofore noticed, the French got undisputed possession of the St. Lawrence, which gave them an overwhelming advantage in establishing themselves on the continent. Besides, they showed a better instinct than the English for political geography; for while the English settlers were satisfied to remain stationary between the Alleghanies and the Atlantic, the French fur traders and missionaries were slowly but persistently pushing their way toward the Mississippi, the second great pathway to the interior. They showed more tact than the English in managing the Indians. They joined the Indians in their sports, came into close touch with their every-day life, and intermarried with them. The French policy was to build up an extensive fur trade with the natives, and to form among them dependencies of the mother country, with a few Frenchmen as leaders.

They naturally, then, maintained more friendly relations with the savages than did the English, who desired to establish homes and enjoy the exclusive use of the land. The French were also more centralized and compact in their colonial government. At the beginning of the Last French War the English colonists in America outnumbered the French fifteen to one. Notwithstanding this inequality in point of numbers, however, the French were for some years more than a match for the English. The reason is largely found in their superior organization. Many of the thirteen English colonies were continually wrangling with their royal governors, and each was by no means eager to outdo its neighbors in the supplies of men and money sent into the field. They were, in fact, thirteen petty, selfish provinces, ten times weaker than they would have been if compactly organized and well united.

The English were, from the first, unfortunate in their location. The French were in control of the waterway of the north; the Spanish were in possession of the natural marine fortress formed by the mediterranean region of the south; while the Dutch and the Iroquois prevented the English from making use of the Hudson and Mohawk Rivers, which formed the third gateway to the interior.<sup>1</sup> The New England group of colonies found dense forests and a rocky soil thickly covered with glacial

<sup>1</sup> It is not easy to realize the difficulty of penetrating the interior. Besides the three river valleys named above, the James River and the Susquehanna also furnished gateways through the mountains.

deposits. The Indians could not be easily enslaved and made to do the white man's work as could those living in Mexico, the West Indies, and South America. On the contrary, the natives of the north were engaged in hunting and endless fighting with each other, and were, therefore, by nature prepared to wage relentless war with a people who seemed intent upon driving them from their hunting grounds.

In the earliest days of the English settlements, — at the time when they had to struggle hardest for food and shelter, — the mother country left them alone to suffer and die. But for maize their lot would have been still harder to bear. Its culture presented many advantages. It not only yielded more per acre than small grains, but it was much more easily cultivated. In order to get a crop of maize it was necessary only to girdle the trees, and dig up the earth beneath them. This simple method the whites learned from the Indians. The influence of maize in preserving the lives of the English settlers cannot easily be overestimated. The French settlements were north of the maize belt, otherwise the history of America might have been different.<sup>1</sup> While the early English settlers were left by the mother country to struggle alone,

<sup>1</sup> On pp. xiii and xiv of the Introduction to vol. iv. of Winsor's "Narrative and Critical History of America," Professor Shaler, in a most suggestive article entitled "Physiography of North America," discusses this and kindred subjects more minutely than we can here. The entire article should be carefully studied by teachers of American history. The physical conditions of a country are explanatory of much of its history. We are willing to repeat ourselves on this subject, because we believe too little is made of it by teachers.

France was lavish in the help extended to her colonists. This difference in treatment at the hands of the mother country will partly explain the difference in the character of the settlers themselves after a century of life in the wilderness. France was ready to do almost anything for her colonies. England, distracted by civil discord, left hers to subdue wild, untamed nature as best they could. France with her paternalism and centralization robbed her colonists of that training in self-government and manly independence that the New England Puritans were getting from the peculiar difficulties they were obliged to front.

We might dwell at greater length upon the reasons for French failure. We might speak of their religious system, of their official corruption, of the "fickle and extravagant" character of Louis XIV., of their demoralizing system of land tenure, and so forth; but we content ourselves with merely mentioning these things, and expressing the hope that the teacher may go to Parkman's "Old Régime in Canada" for a full and explicit account.<sup>1</sup>

**What to Teach:** Pontiac's Conspiracy; The Great Results of the Last French War.

#### I. REFERENCES.

Wright's American History, pp. 337-347; Scudder, pp. 156, 157; Ellis, I., pp. 316-331; Bryant, III., pp. 312-315, 327, 328; Thalheimer's Eclectic, pp. 113, 114; Montgomery, pp. 137, 138.

<sup>1</sup> Did space permit we would call the teacher's particular attention to the home life in the English colonies as contrasted with the life of the French colonists. The book just named has many striking revelations to make in this connection.

## II. SPECIAL TOPICS.

Allegory of the Delaware, Parkman's Pontiac, I., pp. 204-207; Home of Pontiac, Smith's Stories of Persons and Places, p. 111; His Death, Anderson, p. 119.

## III. OUTSIDE READINGS.

**History:** Speech of Pontiac, Old South Leaflets; The Wilderness and Its Tenants at Close of French War, Parkman's Pontiac, I., pp. 142-160; The Conspiracy, Parkman's Pontiac, I., pp. 172-211; Death of Pontiac, Parkman's Pontiac, II., pp. 200-244; Winsor's History of America, VI., pp. 685-704; Bryant, III., pp. 312-328.

**Biography:** Pontiac, D'Anvers's Heroes of American Discovery, pp. 209-224.

## IV. SUGGESTIVE NOTES.

Pontiac's Conspiracy is worthy of careful study on account of the light it throws upon the history of the Indian. We gladly call attention to Parkman's volumes on this subject.

CONDITION OF THE COLONIES JUST BEFORE THE  
REVOLUTION.

**What to Teach:** Growth of the Country; The Number and Character of the Population; Industries and Trade; Wealth.

## I. REFERENCES.

Johnston, pp. 79-82; Ellis, I., pp. 332-335; Montgomery, pp. 139-144; Anderson, pp. 124-129; Bryant, III.,

pp. 329-332; Sheldon-Barnes, pp. 125-130; Dodge's Stories of American History, pp. 60-68.

## II. SPECIAL TOPICS.

Population, Johnston, p. 79; Wealth, Johnston, p. 80; Education, Barnes's Brief, pp. 96, 97; Government, Eggleston's United States, pp. 151-154.

## III. OUTSIDE READINGS.

**History:** Richardson, pp. 173-185; Relations to Mother Country, Eliot's United States, pp. 150-160; Colonial Development, Eliot's United States, pp. 137-149.

# THE REVOLUTION AND THE CRITICAL PERIOD

## CAUSES OF THE REVOLUTION

**What to Teach:** The Navigation Acts and American Commerce; Smuggling and Writs of Assistance; George III. and his Plan to keep the Colonies Obedient; Patrick Henry and the Stamp Act; The Stamp Act Congress; The Stamp Act repealed.

## I. REFERENCES.

Scudder, pp. 173-182; Richardson, pp. 186-191; Sheldon-Barnes, pp. 131-138; Johnston, pp. 82-86; Irving-Fiske, pp. 130-134; Ellis, I., pp. 336-342; Anderson, pp. 142-144; Montgomery, pp. 149-152.

## II. SPECIAL TOPICS.

Taxation and Representation, Johnston, p. 64 ; Patrick Henry, Cooke's Old Dominion, pp. 162, 163 ; The Stamp Act, Barnes, p. 137 ; Speech of Isaac Barré, Frothingham's Rise of the Republic, p. 176 ; Patrick Henry's Eloquence, Cooke's Old Dominion, pp. 171, 172 ; Preparing for the Revolution, Doyle's English Colonies, pp. 476-501 ; The Stamp Act and Rebellion, Weeden's Economic and Social History of New England, pp. 714-729 ; The Last Colonial Commerce, Weeden's Economic and Social History of New England, pp. 745-767 ; The Revolution Impending, Winsor's History of America, VI., pp. 1-62.

## III. OUTSIDE READINGS.

**History :** The Stamp Act, Hosmer's Samuel Adams, pp. 78-109 ; Patrick Henry, Cooke's Old Dominion, pp. 158-180 ; Appleton's Cyclopædia of American Biography, III., pp. 173-175 ; British Yoke, Higginson's United States, pp. 216-240 ; The Stamp Act and the Revenue Laws, Fiske's War of Independence, pp. 39-78 ; Relation of George III. and Parliament to the Colonies, Lossing's Field Book of the Revolution, I., pp. 457-484 ; The Stamp Act (Its Text and History), Lossing's Field Book of the Revolution, II., pp. 671-674 ; Greene's Historical View, pp. 1-33 ; Bancroft, III., pp. 56-58, 75-106.

**Readings in Contemporaneous History :** Towle's History of England, pp. 306-322.

## IV. SUGGESTIVE NOTES.

It would be quite wrong to suppose that our Revolution was a struggle between two peoples, Englishmen and Americans. It would be equally erroneous to believe that all its battles were fought on American soil. George Washington, Samuel Adams, Israel Putnam, and a thousand other heroes who risked life and fortune for their country's honor were no more daring and courageous in defending the principles upon which our independence was established than were Pitt, Conway, and Barré, in the House of Commons, or Camden and Shelbourne in the House of Lords. Bunker Hill, Brandywine, Saratoga, and Yorktown were no more important in deciding the results of this struggle than the great parliamentary contests in which the eloquence of Pitt dealt staggering blows at the royal prerogative of good King George. The Revolution in America and the contemporaneous revolution in England — which were in a large measure one and the same wide-spread movement — were carried on by two great parties, the Liberals and the Conservatives. And had all the people in England been transferred to America, and all Americans to England, the same struggle must have been inevitable, for the Britons in England and the sons of Britons in America were essentially the same in character. They inherited the same love of freedom, the same devotion to right and justice, the same stubborn disdain of wrong and oppression. Their common ances-



try were those rugged, liberty-loving Anglo-Saxons who had in the olden days, before the invention of the royal prerogative, exercised the boasted rights of freemen in those primary assemblies that made and unmade royalty itself in England. For many a hundred years these hardy freemen had lived together in England, until, in the first quarter of the 17th century, a part of them left Old England and began to plant institutions of their own in the New England of America. In 1763 these institutions in New England had become thoroughly democratic, while in Old England there was an aristocracy and a monarchy ever seeking new powers and greater authority. The Revolution in America, then, was to preserve the institutions that had been created; the revolution in England was to regain the liberties that had been lost. The American Revolution ended in 1783; the English still goes on. The reforms of 1832, 1867, 1884 are three of the battles of this great struggle, which may never end until the House of Lords and English monarchy have given place to a democratic form of government.<sup>1</sup>

In the pre-Revolution days of which we now write it was universally conceded that any mother country could justly exclude foreign nations from a share in her colonial trade. In accordance with the colonial system all colonies were regarded as appendages of the nation that had been

<sup>1</sup> For an able discussion of this subject we refer the teacher to Chamberlain's "The Revolution Impending" in Winsor's "Narrative and Critical History of America," vi., pp. 1-62, and Green's "History of the English People," iv., pp. 190-262.

instrumental in planting them. The laws of trade were therefore made with special reference to the interest and prosperity of the mother country, with little or no regard to their effect upon the colonies. England claimed the right to monopolize the carrying trade of the colonies, to exercise exclusive control over their raw materials, and to furnish them with all the manufactured goods they might need. Lord Sheffield, impersonating this spirit, said, "The only use and advantage of America or the West India Islands is the monopoly of their home consumption and the carriage of their produce." The natural result of this malignant type of selfishness was an effort to crush out of existence every kind of colonial industry that could come into competition with any form of industry in the mother country.

We cannot here discuss the mercantile and commercial system, the navigation laws, the acts of trade, nor the famous and far-reaching Sugar Act of 1733. Said Arthur Young, "Nothing can be more idle than to say that this set of men, or the other administration, or that great minister, occasioned the American War. It was not the Stamp Act, nor the repeal of the Stamp Act; it was neither Lord Rockingham nor Lord North, but it was that baleful spirit of commerce that wished to govern great nations on the maxims of the counter."

Smuggling resulted from this vicious system. One-half the commercial world and nine-tenths of the colonial merchants were engaged in it. One-fourth of the signers

of the Declaration of Independence were skilfully trained in this industry, which was in all the colonies as popular as it was profitable. Even our worthy Connecticut governor, "Brother Jonathan," approved of it; and Hancock had made the greater part of his princely fortune in the contraband trade. The colonists, regarding these restrictions upon their trade as cruel, tyrannical, and unjust, gloried in defying them. All these laws were only so many "impertinent badges of slavery," and every evasion of them was, according to the view of colonial merchants and statesmen alike, a manly blow for liberty and independence. New England colonies in particular were compelled to choose between smuggling and gradual starvation.

As long as England allowed the colonies to smuggle, everything went well. But when, at the close of the Last French War, she decided to enforce the Sugar Act of 1733,<sup>1</sup> the Revolution was not far distant. The Stamp Act was the proverbial last straw, and was especially odious to the Americans for two reasons: 1. It compelled them to pay taxes without their consent, and virtually enslaved them. 2. The taxes thus paid were to be used in defraying the expenses of the very civil and military government that was to keep the colonies in subjection to English authority. They were no longer to be thirteen unruly, rebellious provinces, voting money in accordance with requisitions made by English officials; they were to

<sup>1</sup> See Winsor's "History of America," vi., p. 9.

be consolidated into a colonial unit, and the "dull and petty" King George,<sup>1</sup> or his tool, Parliament, was to control them with an iron hand. One of the most galling features about the whole detestable business was that the revenues derived from the taxes were to be applied to keep the colonies in a position that must rob them of all self-respect.

For a further study of the causes of the Revolution we refer the teacher to the following: Lalor's "Cyclopædia," I., pp. 74, 75, and II., pp. 969-972; Adam Smith's "Wealth of Nations," pp. 323-342, 428-436; Hosmer's "Samuel Adams" (American Statesmen Series), pp. 20-45; and to "The Impending Conflict," already referred to in the "Narrative and Critical History." Bancroft contains a report of many of the speeches on both sides, made in the debates on the Stamp Act and the English colonial policy at that time.

Much of the material we suggest, the teacher, even were he so disposed, would find it impossible to use in grammar-school teaching. It cannot but broaden the teacher, however, and thus indirectly help to give intelligent views to the pupils.

Patrick Henry and Samuel Adams should be made very prominent here. The idea of taxation should be made perfectly plain. Why is "taxation without representation" a form of slavery?

<sup>1</sup> For an estimate of King George see Green's "History of the English People," iv., pp. 196, 197.

**What to Teach:** New Taxes and their Results; The "Boston Massacre;" Taxes removed except that on tea; Burning the Gaspée.

### I. REFERENCES.

Hosmer's Samuel Adams, pp. 160-183; Bryant, III., pp. 359-362; Ellis, I., pp. 342-344; Bancroft, III., pp. 368-378; Appleton's Cyclopædia of American Biography, I., pp. 29-31; Richardson, pp. 191-193; Lossing's Field Book of the Revolution, I., pp. 495-498; Hildreth, pp. 554-560; Moore's Colony to Commonwealth, pp. 44-49.

### II. SPECIAL TOPICS.

The Gaspée, Higginson's Young Folks, pp. 169, 170; Patriotism of the People, Higginson's Young Folks, pp. 171, 172; The Boston Massacre, Anderson, p. 148; Samuel Adams, the Father of the Revolution, Moore's Colony to Commonwealth, pp. 39-43, Barnes's Brief, p. 104.

### III. OUTSIDE READINGS.

**History:** Boston Massacre, Hale's Story of Massachusetts, pp. 238-249; The Samuel Adams Regiments, Hosmer's Samuel Adams, pp. 160-183, Barber's New England, pp. 385-388, Bancroft, III., pp. 368-378.

**Fiction:** The Rebels, Childs.

**Oratory:** Burke on Right of England to Tax America, Union Speaker, p. 192.

## IV. SUGGESTIVE NOTES.

Let the purpose of the new taxes be made emphatic. Remember that it was the principle of taxation the colonies objected to now. What were the Committees of Correspondence? What connection did Samuel Adams have with them? What would be their natural influence on the relations between the colonies?

**What to Teach:** The Boston "Tea Party;" Punishment of Boston; Colonies unite to aid Boston; The First Continental Congress.

## I. REFERENCES.

Barnes, pp. 42, 43; Richardson, pp. 194-198; Ellis, I., pp. 346-350; Bryant, III., pp. 370-373; Bancroft, III., pp. 443-458, IV., pp. 3-29, 55-77; Hosmer's Samuel Adams, pp. 243-257; Irving-Fiske, pp. 134-137; Montgomery, pp. 153-156; Dodge's Stories of American History, pp. 69-78.

## II. SPECIAL TOPICS.

Stirring Times in Boston, Coffin's Boys of '76, p. 21; The Boston Tea Party, Barnes, p. 142; Boston shut up, Coffin's Boys of '76, pp. 21, 22; The Boston Tea Party, Frothingham's Rise of the Republic, pp. 307-309; Congress of 1774, Frothingham's Rise of the Republic, pp. 359-361; The Boston Port Bill, Lossing's Field Book of the Revolution, I., pp. 503, 504; Yankee Doodle (history and text of the song), Lossing's Field Book of the Revolution, II., p. 688.

## III. OUTSIDE READINGS.

**History :** The Boston Tea Party, Scudder's Short History, pp. 110-115 ; Ellet's Domestic History of the Revolution ; Hawthorne's True Stories ; Causes in General, Barnes, pp. 133-145 ; The First Continental Congress, Tyler's Patrick Henry, pp. 90-134 ; The Beginnings, Fiske's American Revolution, I., pp. 1-45 ; The Crisis, Fiske's American Revolution, pp. 46-98 ; The Continental Congress, Fiske's American Revolution, pp. 100-146.

**Oratory :** Patrick Henry's Speech (March 28, 1775), Johnston's American Orations, I., pp. 18-23.

**Readings in Contemporaneous History :** Montgomery's English History, pp. 323-329 ; Yonge's History of England, pp. 346-354 ; Guest's Handbook of English History, pp. 532-536.

## IV. SUGGESTIVE NOTES.

It will be easy to remember the order of these events if their correlation is traced. Taxed tea was destroyed by the "Boston Tea Party." As a punishment for having thrown overboard the tea, Boston's port was closed. The distress thus brought upon the Boston people led the colonies to unite in aiding them. And in order to work together more effectually in resisting England, the First Continental Congress met in 1774, on the eve of the appeal to arms. We give this as a sample of the way topics may be associated.

The teacher may well pass slowly over the causes of the Revolution, for they mean a great deal to the student of history.

## THE REVOLUTION

## GENERAL OUTLINE.

## 1775-76. IN NEW ENGLAND AND CANADA.

Paul Revere and the Minute Men; Lexington and Concord; Second Continental Congress; Bunker Hill; Attempts on Canada; The Hessians; British driven from Boston (spring of 1776); The Tories.

## 1776-78. IN THE MIDDLE STATES.

Independence; Long Island; Washington's Escape from Long Island; Retreat through New Jersey; Trenton; Robert Morris and the American Treasury; British Plan in 1777; Howe and the Brandywine; Valley Forge; The Conway Cabal; Burgoyne and the Hudson; Saratoga and Aid from France.

## 1778-82. IN THE NORTH.

Paper Money; Weakness and Difficulties of Congress; Arnold's Treason; Revolt of the American Troops in 1781.

## ON THE SEA.

The American War Vessels; Privateers; Paul Jones and the American Navy; The Richard and the Serapis.

## 1778-81. IN THE SOUTH.

British Plan to conquer the South; Partisan Warfare; King's Mountain; General Green; Invasion of Virginia by Arnold and Cornwallis; Surrender of Cornwallis.



## 1782-83. THE WAR BROUGHT TO A CLOSE.

Suspension of Hostilities; Dissatisfaction in the American Army at Newburgh; Treaty of Peace; Disbanding the Continental Army.

## SUGGESTIVE NOTES.

We put a general outline here that the teacher may be able the more easily to get a "bird's-eye view" of the war as a whole. As an aid here we again call attention to Greene's History of the English People, IV., pp. 235-263.

## 1775-76. IN NEW ENGLAND AND CANADA.

**What to Teach:** Paul Revere and the Minute Men; Lexington and Concord; Second Continental Congress.

## I. REFERENCES.

Richardson, pp. 198-204; Scudder, pp. 188-192; Drake's New England Legends, pp. 78-88; Montgomery, pp. 157, 158; Barnes, pp. 146-149; Irving-Fiske, pp. 148-152; Higginson's Young Folks, pp. 178-187; Coffin's Boys of '76, pp. 27-41.

## II. SPECIAL TOPICS.

Paul Revere and Ebenezer Dorr, Coffin's Boys of '76, pp. 27-29; A Sketch of Paul Revere, Smith's Stories of Persons and Places, pp. 210-212; How the Americans got the News, Coffin's Boys of '76, p. 27; Patrick Henry's War Speech of March 23, 1775, Lossing's Field Book of

the Revolution, II., pp. 296, 297 ; Putnam's Famous Ride, Sanford's Connecticut, p. 188.

### III. OUTSIDE READINGS.

**History:** Lexington, Hosmer's Samuel Adams, pp. 313-332, Bryant, III., pp. 318-385 ; The Dawning of Independence, Higginson's United States, pp. 241-264 ; Lexington, Coffin's Boys of '76, pp. 17-41 ; Lexington and Concord, Hale's Story of Massachusetts, pp. 250-265 ; Paul Revere's Ride, Drake's New England Legends, pp. 78-90 ; Ethan Allen and Ticonderoga, Lossing's Field Book of the Revolution, I., pp. 121-126 ; Lexington and Concord, Lossing's Field Book of the Revolution, I., pp. 523-532 ; Gage's Scouts, Moore's Colony to Commonwealth, pp. 70-83 ; Joseph Warren and the Fifth of March, Moore's Colony to Commonwealth, pp. 84-90 ; Battle of Lexington, Moore's Colony to Commonwealth, pp. 91-114.

**Poetry:** The Old Continentals (Bryant's Library of Poetry and Song), McMaster ; Song of Liberty (Boston Tea Party, pp. 19, 20), by Gen. Warren's wife.

### IV. SUGGESTIVE NOTES.

Details are in order here, as Paul Revere and the Battle of Lexington and Concord strikingly bring out the spirit of the New England patriots. The same may be said of Bunker Hill.

**What to Teach :** Bunker Hill.

## I. REFERENCES.

Barnes, pp. 151-155; Irving-Fiske, pp. 157-165; Richardson, pp. 209-212; Scudder, pp. 195-198; Coffin's Boys of '76, pp. 47-54; Higginson's Young Folks, pp. 183-187; Ellis, I., pp. 360-364; Bryant, III., pp. 397-406.

## II. SPECIAL TOPICS.

Washington takes command of the Army, Higginson's Young Folks, pp. 189, 190; British in Boston, Barnes, pp. 167, 168; Condition of American Army, Barnes, pp. 156, 157; Capture of Ticonderoga, Richardson, pp. 206, 207, Barnes, p. 150; Washington and his Army, Richardson, pp. 213, 214.

## III. OUTSIDE READINGS.

**History:** Familiar Letters of John Adams and his Wife, in Old South Leaflets; Fiske's War of Independence; Bunker Hill, Coffin's Boys of '76, pp. 42-60, Hale's Story of Massachusetts, pp. 266-282; Lossing's Field Book of the Revolution, I., pp. 533-550.

**Poetry:** Grandmother's Story of Bunker Hill Battle, Holmes; Warren's Address, Pierpont (Bryant's Library of Poetry and Song); New England's Dead, McClellan.

**Fiction:** Lionel Lincoln, Cooper.

## IV. SUGGESTIVE NOTES.

Joseph Warren and Israel Putnam should be made conspicuous figures here. Excellent language can be

secured by requiring the pupils to impersonate Paul Revere, Joseph Warren, Israel Putnam, or one of the "Indians" in the "Boston Tea Party," and write a letter to some friend. Let this letter be dated back to correspond with the time of the events narrated.

**What to Teach:** Attempt on Canada; The Hessians; The British driven from Boston; The Tories.

### I. REFERENCES.

Irving-Fiske, pp. 198-204; Barnes, pp. 155-157; Richardson, pp. 218-220; Coffin's Boys of '76, pp. 61-69; Ellis, I., pp. 376-379; Bryant, III., pp. 423-428; Montgomery, pp. 163-165; Anderson, pp. 163, 182, 183.

### II. SPECIAL TOPICS.

Suffering of the Americans, Richardson, p. 216; Suffering Soldiers, Coffin's Boys of '76, pp. 74, 75; The British in Boston, Coffin's Boys of '76, pp. 61-70; The Tories, Sheldon-Barnes, pp. 163-166.

### III. OUTSIDE READINGS.

**History:** Driving the British out of Boston, Coffin's Boys of '76, pp. 61-70; Expedition to Quebec, Coffin's Boys of '76, pp. 71-81; Invasion of Canada, Irving-Fiske, pp. 173-198; Winsor's History of America, VII., pp. 185-215; Hessians of the Revolution, Lowell; Tories, Winsor's History of America, VII., pp. 185-214; Whig vs. Tory, Frothingham's Rise of the Republic, pp. 165, 166; Canada's Attitude toward the Colonies when the Revolu-

tion began, Drake's Burgoyne, pp. 15-18; Invasion of Canada, Drake's Burgoyne, pp. 19-22; Sabine's American Loyalists, Review of Sabine's American Loyalists in *North American Review*, vol. XLIX.; Huntingdon's Stamford, Conn., chap. xvii.; Jones's New York in the Revolutionary War. (This book was written by a Tory while in exile, and is rare.)

**Poetry** : The Rising in 1776, Read.

#### IV. SUGGESTIVE NOTES.

Not much should be done with the "attempt on Canada." The "Hessians" and the "Tories" may be made very interesting topics. The former were treated by their ruler in Hesse-Cassel almost like so many cattle. There is much confusion of thought about the number and character of the Tories. It is well for us to remember that when the battle of Bunker Hill was fought nearly one-half of all the Americans were loyal to King George.<sup>1</sup> "By all the estimates, probably below the mark, there were during the war at least twenty-five thousand organized loyalist forces. In an address made to the King by the refugees in England in 1779<sup>2</sup> they say that their countrymen then in arms for his majesty exceeded in number the troops enlisted to oppose them. In a later address they made a still stronger assertion." Many of them were men of wealth, culture, and high character.

<sup>1</sup> We quote from Ellis's "The Loyalists and their Fortunes" in Winsor's "History of America," VII., pp. 185-214.

<sup>2</sup> The patriot army contained that year 27,699 Continentals and 17,485 militia.

These facts will help boys and girls to realize that the American Revolution did not involve a one-sided question. John Fiske says, in "Critical Period of American History," pp. 129, 130, that one hundred thousand Tory refugees left the country at the close of the Revolution. Some of the best families now living in the province of Ontario are descended from these refugees. The severe treatment received by many of them who remained in the United States at the close of the Revolution is full of interest.

#### 1776-78. IN THE MIDDLE STATES.

**What to Teach :** The Declaration of Independence.

##### I. REFERENCES.

Ellis, II., pp. 8-18 ; Cooke's Old Dominion, pp. 180-187 ; Barnes, pp. 172-175 ; Richardson, pp. 221, 222 ; Higginson's Young Folks, pp. 194-199.

##### II. SPECIAL TOPICS.

The Desire for Independence, Johnston, p. 79 ; "Liberty Bell," Anderson, p. 162, Barnes, p. 173 ; Jefferson and Monticello, Cooke's Old Dominion, pp. 183, 184.

##### III. OUTSIDE READINGS.

**History :** Thomas Jefferson, Cooke's Old Dominion, pp. 180-192, Higginson's United States, pp. 265-282, 344-349, Appleton's Cyclopædia of American Biography, III., pp. 415-423 ; The Great Declaration, Higginson's United States, pp. 265-282, Bryant, III., pp. 33-

78; Half Hours, I., pp. 495-506, Bancroft, IV., pp. 426-452; The Crisis, Fiske's War of Independence, pp. 78-103; Winsor's History of America, VI., pp. 231-252; Hosmer's Samuel Adams, pp. 332-335; Morse's John Adams, pp. 130-147; Independence, Fiske's American Revolution, I., pp. 147-197; John Adams the Patriot, Lossing's Field Book of the Revolution, I., pp. 478, 479, 511-513, II., pp. 78-85, 648-662; Declaration of Independence, Lossing's Field Book of the Revolution, II., pp. 67-83; Winsor's History of America, VII., pp. 1-72.

**Poetry:** Independence Bell, Anon.; Seventy-six, Bryant.

#### IV. SUGGESTIVE NOTES.

After the Revolution began, the growth of public sentiment in favor of Independence was phenomenal. A parallel is to be found in the change of feeling toward the slavery question during the Civil War. In April 19, 1775, Samuel Adams stood almost alone in his desire to see the colonies cut loose from England.

This topic should be thoroughly understood by the pupils. Call attention to the appointment of Benjamin Franklin, Arthur Lee, and Silas Deane as a committee to secure, if possible, help from France.

**What to Teach:** Battle of Long Island; Washington's escape from Long Island.

#### I. REFERENCES.

Coffin's Boys of '76, pp. 99-104; Barnes, pp. 176-179; Irving-Fiske, pp. 208-214; Richardson, pp. 223-225;

Anderson, pp. 163-166; Ellis, II., pp. 19-24; Bryant, III., pp. 496-502.

## II. SPECIAL TOPICS.

Mrs. Murray's Stratagem, Coffin's Boys of '76, pp. 109, 110; Barnes, pp. 181, 182; Retreat from Long Island, Barnes, pp. 179, 180; The Wretched Americans, Barnes, p. 187; Condition of the Country, Barnes, pp. 188, 189; Incidents of the Retreat, Irving-Fiske, pp. 218, 219; Nathan Hale, Ellis, II., pp. 28, 29.

## III. OUTSIDE READINGS.

**History:** The Two Spies, Lossing; Classic Readings, No. 10, pp. 11-15; Sanford's Connecticut, pp. 204-210; Hollister's Connecticut, II., pp. 278-282; Long Island, Coffin's Boys of '76, pp. 91-107; First Blow at the Centre, Fiske's American Revolution, pp. 178-248.

**Poetry:** Nathan Hale, Finch (Swinton's Fourth Reader).

**Fiction:** The Spy, Cooper.

## IV. SUGGESTIVE NOTES.

Facts such as the military importance of New York City and of the Hudson River, may be studied and discussed by the class, but a detailed account of the battle of Long Island should not be required. Of course the defeat of the American army, greatly outnumbered by troops of superior organization and equipment, was inevitable, and this Washington well knew; but to abandon New York City without a struggle would demoralize the Americans and give the captious, cavilling critics of



Washington a choice opportunity for mischief-making. He was therefore willing to fight the enemy, even though by so doing he risked cutting off the Long Island contingent from the rest of the army in New York City. We believe that the British general had it in his power to capture all the troops on the Long Island side, and such a capture at this critical stage of the war would have had most disastrous consequences. Washington's miraculous escape is a thrilling story and will arouse the enthusiasm of almost any American boy or girl. The easy-going Howe was no match for Washington with his masterly strategy and his unshaken belief that "right made might."

During the interval of about two weeks between the retreat from Long Island and the evacuation of New York nothing worthy of mention occurred but the sad episode of Nathan Hale's capture and execution. The heroism of this patriot-martyr should be perpetuated in every American school-boy's life. From this point to the retreat through New Jersey military details should be utterly ignored.

**What to Teach:** Retreat through New Jersey; Battle of Trenton; Robert Morris and the American Treasury.

#### I. REFERENCES.

Coffin's Boys of '76, pp. 129-138; Barnes, pp. 190-193; Irving-Fiske, pp. 255-265; Anderson, pp. 167-170; Richardson, pp. 226-228; Bryant, III., pp. 526-532; Ellis, II., pp. 33-39.

## II. SPECIAL TOPICS.

Capture of Charles Lee, Irving-Fiske, pp. 252-254; What Robert Morris did for Washington, Montgomery, pp. 170, 171; Robert Morris, Coffin's Boys of '76, pp. 139, 140, Thalheimer's Eclectic, p. 193; Results of Trenton, Barnes, pp. 194, 195.

## III. OUTSIDE READINGS.

**History:** Appleton's Cyclopædia of American Biography, IV., pp. 416, 417; Princeton, Coffin's Boys of '76, pp. 139-151, Barnes, pp. 196-199; The First Defensive Campaign, Irving-Fiske, pp. 242-273.

## IV. SUGGESTIVE NOTES.

The desperate straits to which Washington was driven were in no sense the results of his own blunders. The interference of a meddling congress with reference to the holding of Forts Lee and Washington, and the treachery and wilful disobedience of the contemptible Charles Lee, were largely responsible for the wretched disaster that haunted the patriot cause in the autumn of '76. Lee spent so much time and energy in plotting treachery against his chief that he had little left for baffling the tactics of the enemy. At the very time when Washington was in danger of having his little army swallowed up by the enemy in overwhelming numbers, Lee was writing letters to influential men and bewailing the incompetent management of the patriot army. In the judgment of

this "shallow knave" the salvation of the American cause lay in deposing Washington and appointing General Charles Lee commander-in-chief of the Continental forces. When therefore he was ordered to join his forces with Washington's he flatly disobeyed, hoping, no doubt, in this way to compass the downfall of the man whom we now know to have been indispensable to the success of America's cause. But what we know now people did not know then. Washington had by no means won the confidence and loyal support of many influential American leaders, especially in the Continental Congress.

The military genius of our great chief was conspicuously displayed in those dark, dismal days that "tried men's souls." We cannot dwell upon that wretched retreat that saw the little army daily crumbling away. Even the Americans seemed to themselves and to Englishmen alike — some of the latter including warm friends to our cause in England — hopelessly beaten. And now that the "rebels" were defeated, Cornwallis was packing up to return home. But Washington, who never acknowledged defeat, turned and struck a blow at Trenton that revived hope and courage in many a brave heart. Details are in order here because they will help to bring out the inspiring qualities that made Washington great. The substantial aid given by Robert Morris at this critical juncture should also be made prominent. Teachers will fail in making the most of their opportunities here if they do not give a worthy place to the work done by this able, patri-

otic "financier of the Revolution." He ably seconded Washington here, as he did when Cornwallis was entrapped at Yorktown, in the great work of establishing an independent United States of America.

**What to Teach :** British Plan in 1777 ; Howe and the Brandywine.

#### I. REFERENCES.

Coffin's Boys of '76, pp. 195-203 ; Barnes, pp. 226-229 ; Irving-Fiske, pp. 301-306 ; Richardson, pp. 228-231 ; Bryant, III., pp. 551-556.

#### II. SPECIAL TOPICS.

La Fayette, Richardson, p. 229 ; Lydia Darrah, Coffin's Boys of '76, pp. 255-257, Richardson, pp. 231, 232, Barnes, p. 244 ; Molly Pitcher, Barnes, pp. 261, 262.

#### III. OUTSIDE READINGS.

**History :** Winsor's History of America, VI., pp. 275-315 ; Watson's Noble Deeds, pp. 18-30 ; Barnes, pp. 226-232 ; Coffin's Boys of '76, pp. 195-203 ; The Phases of the Revolution, Greene's Historical View, pp. 33-36.

**Poetry :** Hopkinson's Battle of the Kegs, Watson's Noble Deeds.

#### IV. SUGGESTIVE NOTES.

After the battles of Trenton and Princeton Washington retired to winter quarters in a strong position among the hills of Morristown. The year 1777 was, from the British standpoint, to witness the downfall of the American cause.

Burgoyne was to come from Canada down the Hudson and meet Howe at Albany. The junction once effected, the Hudson would be in the possession of the British, and New England would be effectually cut off from the Middle and Southern States. This plan failed mainly because Howe did not receive definite and positive instruction, and, being left to his own discretion, failed to do his part in forming a junction with Burgoyne's army.<sup>1</sup>

Charles Lee had been captured in the autumn of 1776, and was held as a prisoner during the whole of 1777 while the king was determining what should be his fate. Having been a lieutenant-colonel in the English army previous to joining the Americans, he was regarded as a deserter, and but for Washington's threat to execute five Hessian generals in retaliation he would have been shot. Lee, knowing his fate was doubtful, tried to make himself safe by giving Howe all the information he possessed that would help the English commander to conquer the Americans. He also told Howe he thought the possession of Philadelphia more important than that of the Hudson. Acting under this advice, Howe opened the campaign in 1777 with an effort to draw Washington from his strong position among the hills of New Jersey. Washington,

<sup>1</sup> "After Lord George Germain, the Secretary of State for the colonies, had written out Howe's orders, he left them to be 'fair copied,' and went to Kent on a visit, forgetting on his return to sign them; consequently they were pigeon-holed till May 18, and did not reach Howe till Aug. 16, after he had left New York upon his expedition to the Chesapeake, and when it was too late to effect a juncture with Burgoyne." From "Winsor's History of America," VI., p. 295.

however, was too wary to allow himself to be caught napping.

Howe spent two or three weeks in his efforts to provoke Washington to leave his stronghold and meet his antagonist in the open field, but Washington out-generalled him at every point and compelled him to withdraw, tired out with his fruitless manœuvres. Even though Howe's army numbered eighteen thousand, he dared not risk a march across New Jersey with Washington and an army of eight thousand in his rear to harass him and threaten his line of communication. Thereupon, acting again under the advice of the base Lee, he sailed down to the Chesapeake, in order to approach Philadelphia from the south. He had no sooner landed, however, than he found his stubborn antagonist ready to dispute his march to the coveted "rebel capital." So skilfully did Washington handle his army, weakened as it was by the loss of picked troops sent to aid the army of the north, that he kept Howe two weeks marching over the last twenty-six miles to Philadelphia. It was the 26th of September when Howe marched into this city, a week after the first battle near Saratoga, and altogether too late to send troops to co-operate with Burgoyne. In delaying Howe Washington had made certain the capture of Burgoyne. His Fabian policy had been fatal to the success of the British plan to secure control of the Hudson.

La Fayette should be brought out prominently in connection with Brandywine. The story of Lydia Darrah, also,

who saved the American army near Philadelphia just before they went into winter quarters at Valley Forge, should be graphically told.

**What to Teach:** Valley Forge ; Conway Cabal.

### I. REFERENCES.

Barnes, pp. 245-248, 254-257 ; Scudder's Washington, pp. 170-177 ; Bryant, III., pp. 593-598 ; Irving-Fiske, pp. 331-339 ; Richardson, pp. 239, 240 ; Ellis, II., p. 54 ; Coffin's Boys of '76, pp. 254-261 ; Anderson, pp. 172-174.

### II. SPECIAL TOPICS.

The Conway Cabal, Lossing's Field Book of the Revolution, II., pp. 130-135, Barnes, pp. 254, 255 ; Charles Lee, Irving-Fiske, pp. 147, 350 ; Washington's Account of Valley Forge, Irving-Fiske, pp. 334, 335, Lossing's Field Book of the Revolution, II., pp. 125-139 ; Charles Lee's Treachery, Irving-Fiske, pp. 344-346 ; Horatio Gates, Irving-Fiske, pp. 146, 147, Barnes, p. 247 ; Last Days of Charles Lee, Irving-Fiske, p. 350 ; Demoralization of the People, Barnes, pp. 251, 252 ; Demoralization of the Army, Barnes, p. 253 ; Army Quarrels, Eliot, pp. 217, 218.

### III. OUTSIDE READINGS.

**History:** Classic Readings, No. 10, pp. 20-25 ; Valley Forge, Fiske's American Revolution, II., pp. 25-48, Scudder's Washington, pp. 170-193, Hildreth, III., pp. 232-236.

**Fiction:** Thankful Blossom, Harte.

## IV. SUGGESTIVE NOTES.

The dismal story of the suffering soldiers at Valley Forge may well be told in connection with the scandalous plot known as the Conway Cabal. Washington's patriotism never appears more noble and unselfish than when contrasted with such weak and cowardly men as Conway, Lee, and Gates. We heartily believe that the most inspiring and helpful facts to be gained from studying the Revolution are those that illustrate the sterling, manly qualities of Washington. Very much of the story of the Revolution can be learned by following Washington in his connection with it. If to Washington we add Franklin, Gates, Charles Lee, Robert Morris, Arnold, La Fayette, Greene, and Marion, we shall find the best of the Revolution in biography.

We cannot realize Washington's hardships and difficulties. Envious rivals, treachery and mutiny in his own army, meddlesome and annoying interference on the part of an ignorant congress, jealousy between the States, a sad lack of men and money, — these were some of the difficulties he had to front. Even Samuel Adams grew lukewarm toward him, and John Adams earnestly cried out that he was sick of Fabian methods. "My toast is a short and violent war," he said. Yet it would be a great mistake for us to leave the impression that Washington was a kind of demigod. There never lived a man more thoroughly human. In his youth he mingled with all



classes, and thus became what Lincoln was, — a man full of sympathy with the people. His remarkable personal influence over men was due to his intimate knowledge of them. But, like the rest of humanity, he had his weaknesses. He was quick-tempered, impulsive, and firm in his determination to win success. But his success depended less upon his determination to win than upon his phenomenal moral power. Never did any man more firmly believe that the righteous cause must prevail. For an able presentation of the human side of Washington we refer to Edward Everett Hale's life of him.

As a rule, the text-book in history is merely a skeleton. The real flesh and blood, the life itself, of history must come from other sources. A school-boy, in common with those older than himself, has a deep interest in individual men, especially when he becomes acquainted with them through their every-day lives. When he learns that Jefferson, Hamilton, Webster, and Lincoln were thoroughly human, in many ways very like himself, and gets glimpses of their boyhood, and afterwards of their manhood, just as they appeared to near friends and associates, then he follows them in their connection with the affairs of the State and the nation with unflagging interest. History, when rightly taught, is but little more than a series of biographies. Emerson makes a stronger statement when he says, "There is properly no history but biography." Carlyle wrote, "Human portraits, faithfully drawn, are of all pictures the welcomest on human walls." If these

statements are true, it follows that every important event may be identified with the life of one or more noted historical characters.

Believing this, we have suggested that the personal work of Washington and a few other men be strongly presented in the Revolution. The French spoke of Napoleon as *Cente Mille*, and we may without extravagance say the same of our noble Washington. We cannot too strongly emphasize the truth that *bringing out the humanity* of these noted men of history will very much increase their influence upon the youthful mind.

**What to Teach:** Burgoyne and the Hudson; Saratoga and Aid from France; The French Treaty.

#### I. REFERENCES.

Richardson, pp. 232-238; Barnes, pp. 209-213; Anderson, pp. 174-179; Irving-Fiske, pp. 320-324; Coffin's Boys of '76, pp. 152-157; Ellis, II., pp. 48-51.

#### II. SPECIAL TOPICS.

Stark and Bennington, Montgomery, p. 173; Arnold and St. Leger, Barnes, p. 208; The Stars and Stripes, Barnes, pp. 207, 208, Higginson's Young Folks, pp. 200, 201; Secret Aid from France, Sheldon-Barnes, pp. 173, 174; Franklin in France, Ellis, II., pp. 55-57; Burgoyne's Expedition, Coffin's Boys of '76, pp. 152, 153; Gen. Schuyler, Barnes, pp. 225, 226; Prison Ships, Ellis, II., p. 44; Flag of the United States, Frothingham's Rise of the Republic, p. 578; Plan of the Campaign of '77, Drake's Burgoyne,

pp. 29-31; Reason for its Failure, Drake's Burgoyne, p. 31; Arnold at Saratoga, Drake's Burgoyne, pp. 112, 122; Surrender of Burgoyne, Drake's Burgoyne, pp. 137, 138, 122; Effect of Surrender at home and abroad, Drake's Burgoyne, pp. 139-142.

### III. OUTSIDE READINGS.

**History:** Coffin's Boys of '76, pp. 152-194, 204-244; The Struggle for the Centre, Fiske's War of Independence, pp. 104-144; The French Alliance, Fiske's War of Independence, pp. 144-182; Burgoyne's Invasion, Barnes, pp. 206-226, Irving-Fiske, pp. 274-298, 309-325, Winsor's History of America, VI., pp. 275-314; Hale's Franklin in France; Second Blow at the Centre, Fiske's American Revolution, I., pp. 249-343; The French Alliance, Fiske's American Revolution, I., pp. 1-24; Drake's Burgoyne; Burgoyne at Saratoga, Lossing's Field Book of the Revolution, I., pp. 34-84; Stories of Adventure connected with Burgoyne's Invasion, Lossing's Field Book of the Revolution, I., pp. 88-103; Diplomacy during the Revolution, Lossing's Field Book of the Revolution, II., pp. 647-652; British Prisons and Prison Ships, Lossing's Field Book of the Revolution, II., pp. 658-661; Shepard's Black Horse and his Rider, in One Hundred Choice Selections, No. 12, pp. 53-55; Diplomacy of the Revolution, Greene's Historical View, pp. 173-208.

**Poetry:** Gertrude of Wyoming (1778), Campbell; Pulaski's Banner (Savannah, 1779), Longfellow; Caldwell of Springfield (New Jersey), Harte.

## IV. SUGGESTIVE NOTES.

Only the salient features of Burgoyne's campaign should be *learned*. *Much may be read, but comparatively few topics should be studied*. It will be sufficient for the main reasons of Burgoyne's failure to revert to his connection with Washington's work in 1777. The growth of patriotic sentiment among the people of New York and vicinity may also be noticed. Burgoyne knew that there was a large loyalist element in New York, but he overestimated the number. Loyalty to King George was on the wane, and consequently Burgoyne's expedition did not receive that moral and material support he had reckoned upon. At Bennington the death-knell of the expedition was sounded. Such facts as these may be taught, but military minutiae are not worth the paper they are printed upon, if pupils are to be required to memorize and recite them.

The battle of Saratoga was the turning-point in the American Revolution; and from this time on England's fate in America was sealed. Sir Edward S. Creasy has rightly called this one of the "decisive battles of the world." Its great immediate result was to secure the alliance with France. Upon this result the teacher and class should spend more force than upon the details of fighting.

The work of Franklin in France is worthy of special mention. The aged American philosopher, simply and

plainly dressed, is a picturesque and striking figure in the brilliant French court. But what he did for his country is still more striking. Hale's "Franklin in France" we heartily commend for teachers' reading.

### 1778-82. — IN THE NORTH.

**What to Teach:** Arnold's Treason.

#### I. REFERENCES.

Richardson, pp. 253-259; Anderson, pp. 192-196; Ellis, II., pp. 114-130; Irving-Fiske, pp. 401-421; Cooke's Old Dominion, pp. 299-307; Bryant, IV., pp. 16-29; Coffin's Boys of '76, pp. 303-333; Monroe, pp. 253-259; Barnes, pp. 300-305.

#### II. SPECIAL TOPICS.

The Cruel Boy Arnold, Sparks, pp. 5, 6, Champlin's Cyclopædia of Persons and Places, p. 66; Champ's Adventure, Barnes, pp. 304, 305; Arnold after his Treason, Barnes, p. 316; Arnold's Flight, Irving-Fiske, pp. 411-413; André's Execution, Richardson, pp. 25-29.

#### III. OUTSIDE READINGS.

**History:** Lossing's Two Spies; Appleton's Cyclopædia of American Biography, I., pp. 93-96; Markham's Colonial Days, pp. 387-409; Winsor's History of America, VI., pp. 447-469; Benedict Arnold, Fiske's American Revolution, II., pp. 206-243; Arnold's The Life of Benedict Arnold.

**Biography:** Sparks's Life of Arnold.

**Poetry:** Nathan Hale, Finch.

## IV. SUGGESTIVE NOTES.

In 1776 and 1777 the English planned to capture New York and seize the Hudson. After the failure of Burgoyne, however, they had no definite plans except to get control of the southern colonies. When Burgoyne's army fell into the hands of the Americans, England changed her policy by repealing the tea duty and all the obnoxious acts of 1774, and admitted the principles of colonial independence of Parliament laid down by such men as Patrick Henry and Samuel Adams. Up to this time the educated classes of France had regarded the Americans in the struggle with a great deal of sympathetic interest; but France as a whole was quite willing to see England and America weaken each other in the contest. When, however, there appeared some prospect of reconciliation, she thought it time to interfere, selfishly believing it might be to her interest to establish friendly relations with a country that gave indication of commercial importance in the future. The French alliance with America, speedily followed by war between England and France, resulted early in 1778. This war forced England to protect her colonies and dependencies in different parts of the world, and thus weakened her in her efforts to crush America. In 1779, Spain declared war against England, and in December, 1780, Holland did the same. In the mean time Warren Hastings was busy in India subduing a rebellion, and England had lost the friendship of all neutral powers in

Europe. So we must not be surprised that the English government did so little in the northern States in 1778-79. During these years the British confined themselves for the most part to marauding expeditions, in which they plundered and burned, by the aid of their ships, the towns along the coast, or, in co-operation with the Tories and Indians, laid waste American homes and settlements on the western borders. Lord George Germain, the Secretary of State for the colonies, was as brutal as he was contemptible. His influence made itself especially felt after the first three years of the war in a truculent policy that aimed to worry and tire out the spirit of the Americans. This will largely explain the bloody massacres in the north at the hands of Joseph Brant and his Mohawks and the Cayugas and Senecas, and also the conduct of the Creeks and other Indians on the border lands of the south. The Indian tomahawk and scalping-knife exactly suited the plans of the wretch, Lord Germain, who had been some years earlier discharged from the English army for cowardice.

We will not pause to comment upon the extremely interesting chapter involved in Arnold's treason, except to say that it may be made a most suggestive and telling lesson. The whole life of "Benedict Arnold, the patriot and traitor," is full of moral teaching. It is noteworthy that Arnold, the cruel boy, became Arnold, the treacherous man. The part played by André in this gloomy transaction is pathetic, and can be made as thrilling as any of

Scott's novels. We especially commend the reading of Lossing's "Two Spies" for a good account of Hale and of André.

**What to Teach:** Paper Money; Weakness and Difficulties of Congress; Revolt of the American Troops in 1781.

#### I. REFERENCES.

Johnston, pp. 118, 119; Irving-Fiske, p. 371; Barnes, pp. 283, 306; Richardson, pp. 243, 267, 268; Ellis, II., pp. 138, 139, 179, 180; Bryant, IV., pp. 50-52; Scudder, pp. 202-205.

#### II. SPECIAL TOPICS.

Paper Money, Johnston, p. 89, Barnes, p. 283; Discontent in the American Army, Johnston, p. 90; Continental Congress Destitute of Power, Montgomery, pp. 185, 186.

#### III. OUTSIDE READINGS.

**History:** Congress of the Revolution, Greene's Historical View, pp. 67-135; The Army of the Revolution, Greene's Historical View, pp. 210-244, Fiske's Critical Period, pp. 50-133; Continental Paper Money, Lossing's Field Book of the Revolution, I., pp. 316-321, II., p. 630.

**Biography:** Irving's Washington.

#### IV. SUGGESTIVE NOTES.

We have already referred to the reasons why England was able to do no more in the way of aggressive warfare after 1777. The United States was equally incapable, but for different reasons. In the first place, the country was



in point of wealth and population decidedly weak. The military strength of Ohio to-day is quite equal to that of the United States in 1780. In the second place, jealousy and petty selfishness prevented any real union among the States. The Continental Congress rapidly became only a shadow of government. In course of time the different States heeded little the requisitions for money it made upon them. Moreover, it must be remembered that the people were very poor. The principal occupations were farming, fishing, ship-building, and commerce. The absence of the farmer in the army and the desolating hand of war greatly lessened the first, while the ubiquitous English cruiser practically ruined the three others. So when the States and the Continental Congress issued paper money, this rapidly depreciated in value.

At this point we may just as well give pupils more or less definite ideas on the subject of money. Here we see an illustration of one of those merely incidental lessons to be learned in the study of wars. Such lessons are numerous and are of greater practical value than much of the other knowledge that comes from the study of military details. The continental currency of the Revolution consisted merely of promises to pay. Like all promises they were valuable only in so far as people had confidence in the promiser. The rapid decline in this confidence was registered in the rapid fall in value of these promises to pay. Soon they became worthless; and "not worth a continental" is still applied to things that have no real value.

## ON THE SEA.

**What to Teach:** The American War Vessels; Privateers; Paul Jones and the American Navy; The Richard and the Serapis.

## I. REFERENCES.

Anderson, pp. 187-189; Bryant, III., pp. 618-623; Gilman, III., pp. 43-49; Barnes, pp. 280-282; Richardson, pp. 246-250; Bryant, III., pp. 618-623.

## II. SPECIAL TOPICS.

Privateers, Johnston, p. 92; John Paul Jones, Champ-  
lin's Cyclopædia of Persons and Places, pp. 434, 435;  
John Paul Jones, Smith's Famous Americans, pp. 151-  
156.

## III. OUTSIDE READINGS.

**History:** Privateering in the Revolution, Weeden's Economic and Social History of New England, pp. 769-778; Brooks's American Sailor, pp. 118-129; Abbot's Blue Jackets of '76, pp. 83-154; Cyclopædia of American Biography, III., pp. 467, 468; Winsor's History of America, VI., pp. 563-589; War on the Ocean, Fiske's American Revolution, II., pp. 116-162; Naval Operations of the Revolution, Lossing's Field Book of the Revolution, II., pp. 637-646.

**Biography:** Abbot's Paul Jones.

**Fiction:** The Pilot, Cooper.

## IV. SUGGESTIVE NOTES.

In Winsor's "History of America," VI., pp. 563-588, may be found a valuable article by Edward Everett Hale on "The Naval History of the Revolution." We quote from it: "The national navy of the United States was reduced to the very lowest terms. . . . Nor had Congress much enthusiasm for replacing them [the vessels that had been captured by England]. In the first place, Congress had no money with which to build ships, and in the second place the alliance with France gave it the use of a navy much more powerful than any it could hope to create. It was also clear enough that the great prizes to be hoped for in privateering gave a sufficient inducement to call out all the force the country had for naval warfare. . . . The damage which the privateers inflicted upon the enemy's commerce was such that the mercantile classes of England became bitterly opposed to the war. . . . Hutchinson, in his diary, reports the belief that seventy thousand New Englanders were engaged in privateering at one time. This was probably an over-estimate at that moment. But it is certain that, as the war went on, many more than seventy thousand Americans fought their enemy upon the sea. On the other hand, the reader knows that there was no time when seventy thousand men were enrolled in the armies of the United States on shore."

We find in the same article a table compiled from a report sent to Congress by General Knox in 1790, show-

ing the number of Continental soldiers and militia in the American army each year of the war. We give it as follows : —

Years.	Continentals.	Militia.
1775,	27,443	37,623
1776,	46,891	42,760
1777,	34,820	33,900
1778,	32,899	18,153
1779,	27,699	17,485
1780,	21,015	21,811
1781,	33,408	16,048
1782,	14,256	3,750
1783,	13,476	No militia

Congress called for eighty thousand men in 1777, which was approximately the same percentage of fighting men as a million from the north in the Civil War. The table above shows that not half that number were secured, yet a million northern soldiers could be found in the field in 1864. An army of eighty thousand well-trained soldiers in 1777 could have made short work of the English armies opposed to them.

Two or three suggestions arise out of these facts and figures. It was much easier to get men to engage in privateering than to enlist in the regular army. There were perhaps two reasons for this. Most of the men on these privateers were fishermen and sailors who, as we have already found, were thrown out of employment by English cruisers. Privateering, moreover, was far more profitable than service in an ill-paid army. During the

late Civil War the North was really more united and patriotic than were the people in the time of the Revolution. The Tory sentiment was in many quarters strong to the last.

### 1778-81. IN THE SOUTH.

**What to Teach:** British Plan to conquer the South; Partisan Warfare; King's Mountain.

#### I. REFERENCES.

Barnes, pp. 287, 296, 312, 313; Ellis, II., pp. 105-110; Coffin's Boys of '76, pp. 296, 297, 300-302, 360-362; Irving-Fiske, pp. 421-427; Anderson, pp. 182, 183, 189-191; Richardson, pp. 261-264.

#### II. SPECIAL TOPICS.

Marion and the British Officer, Richardson, pp. 252, 253, Barnes, pp. 287, 288; The Backwoodsmen from Kentucky, Roosevelt's Winning the West, I., pp. 119, 120; The Indians in the Revolution, Roosevelt's Winning the West, II., pp. 3, 4; Nancy Hart, Barnes, pp. 291, 292; Marion and Sumter, Irving-Fiske, pp. 428, 429.

#### III. OUTSIDE READINGS.

**History:** The Northwest and the Revolution, Hinsdale's Old Northwest, pp. 147-162; King's Mountain, Roosevelt's Winning the West, pp. 241-294; Appleton's Cyclopædia of American Biography, IV., pp. 207-209; In

the South, Coffin's Boys of '76, pp. 289-302, 334-371; War in the South, Barnes, pp. 283-297; Boone and the Long Hunters, Roosevelt's Winning the West, I., pp. 134-165; Boone and the Settlement of Kentucky, Roosevelt's Winning the West, I., pp. 244-271; In the Current of the Revolution, Roosevelt's Winning the West, I., pp. 272-306; War in the Northwest, Roosevelt's Winning the West, II., pp. 1-30; Clark and the Indians, Roosevelt's Winning the West, II., pp. 31-90; What the Westerners had done during the Revolution, Roosevelt's Winning the West, II., pp. 370-390; Winsor's History of America, VI., pp. 469-507; The Indians and Border Warfare, Winsor's History of America, VI., pp. 605-647, 710-743; Ellet's Domestic History of the Revolution; War in the South, Fiske's American Revolution, II., pp. 164-205; Charleston in the Revolution, Lossing's Field Book of the Revolution, II., pp. 543-575.

**Biography:** Simms's Life of Francis Marion; Brant, D'Anvers's Heroes of American Discovery, pp. 233-253; Red Jacket, D'Anvers's Heroes of American Discovery, pp. 280-288.

**Poetry:** Song of Marion's Men, Bryant.

**Fiction:** The Partisan, Simms.

#### IV. SUGGESTIVE NOTES.

We have commented upon the plans to conquer the South during the last four years of actual campaigning. The atrocious character of the civil war that prevailed,

especially in South Carolina, during these latter years of the Revolution, is not generally well understood. The work of the partisan leaders, Marion, Sumter, and Pickens, together with that of the brave and hardy backwoodsmen of Kentucky and Tennessee, is worthy of special attention. It is by no means advisable to go into details here, even when referring to the brilliant strategy of General Greene. He was doubtless Washington's ablest lieutenant, and was fortunate in having the aid of Daniel Morgan, William Washington, and Henry Lee, the latter being Robert E. Lee's father.

It should be remembered that much of this partisan warfare was between patriots and Tories — in other words was really civil — and was simply horrible in its ruthless cruelty. In the famous battle of King's Mountain — which, by the way, is graphically described in Roosevelt's "The Winning of the West" — the soldiers on the English side were practically all Americans. Mr. Roosevelt has done the public great service in his account of Boone and the settlement of Kentucky, of the great work of George Rogers Clark in conquering the Northwest, and of that done by John Sevier, the "lion of the border," in crushing the Cherokees who were armed and equipped by English money. Indeed, this whole field is very attractive to the student of American history, but the grammar-school teacher must not think of going into particulars. We refer to the battle of King's Mountain for reasons already stated, and also because it was the Bennington of

Cornwallis in the South. But the thing of greatest interest in connection with this semi-civil war in the South, however, as illustrating the spirit of the Southern patriots in the bitter, bloody, cruel struggle, is the work of partisan leaders. Simms has portrayed in a vivid way the nature of this fighting, and we commend "The Partisan" as suitable for teachers and pupils alike.

**What to Teach:** General Greene and Cornwallis; Invasion of Virginia by Arnold and Cornwallis; Washington's army transferred to Virginia; Surrender of Cornwallis.

#### I. REFERENCES.

Coffin's Boys of '76, pp. 380-383; Barnes, pp. 317-323; Irving-Fiske, pp. 478-483; Richardson, pp. 271-273; Anderson, pp. 198-200; Ellis, II., pp. 149-155; Bryant, IV., pp. 71-74.

#### II. SPECIAL TOPICS.

Arnold in Connecticut, Coffin's Boys of '76, pp. 376-378; The Scene of the Surrender, Barnes, p. 321; General Greene, Irving-Fiske, p. 171; Robert Morris, Smith's Famous Americans, pp. 46-50; Arnold at Groton, Drake's Nooks and Corners of New England, pp. 426-429.

#### III. OUTSIDE READINGS.

**History:** Cornwallis and the Boy La Fayette and the surrender of Yorktown, Cooke's Old Dominion, pp. 298-334; Greene in the South, Irving-Fiske, pp. 430-456; Fort



Griswold, Coffin's Boys of '76, pp. 372-380; Yorktown, Coffin's Boys of '76, pp. 380-395; Yorktown, Fiske's American Revolution, II., pp. 244-290; Yorktown and the British Surrender, Lossing's Field Book of the Revolution, II., pp. 301-325; Hildreth, III., pp. 362-373; The Campaigns of the Revolution, Greene's Historical View, pp. 245-280; The Foreign Element of the Revolution, Greene's Historical View, pp. 282-318; Lippard's Death-bed of Benedict Arnold, in One Hundred Choice Selections, No. 2, pp. 103-106.

#### IV. SUGGESTIVE NOTES.

Cornwallis was outgeneralled by the young La Fayette in Virginia, and Clinton was outwitted by the matchless strategy of Washington near New York. A second time an English army and a conspicuously able English general fell into American hands. It is somewhat singular that the only two really able generals England sent over here should have lost their armies. The surrender of Cornwallis was a death-blow to English success in America and to the coveted plans of King George for throttling cabinet government. The Revolution secured independence in America; it overthrew despotism in England. In 1784 the young William Pitt had become the real ruler of the English people.

## 1782-1783 : Closing Events.

**What to Teach :** The War brought to a Close ; Suspension of Hostilities ; Dissatisfaction in the American Army at Newburgh ; Treaty of Peace ; Disbanding the American Army.

## I. REFERENCES.

Irving-Fiske, pp. 488, 489 ; Richardson, pp. 274-279 ; Ellis, II., pp. 180-186 ; Bryant, IV., pp. 83-89 ; Scudder, pp. 229-232 ; Johnston, pp. 99-101.

## II. SPECIAL TOPICS.

Washington's refusal to be paid for his services in the Revolution, Ellis, II., p. 186 ; Washington and the Angry Soldiers, Ellis, II., pp. 182, 183.

## III. OUTSIDE READINGS.

**History :** Heroes of the War, Scudder's Short History, pp. 136-149 ; The Martyrs of the Revolution, Greene's Historical View, pp. 320-357 ; What the War cost, Scudder's Short History, pp. 239-242 ; After the War, Scudder's Short History, pp. 243-250 ; The Birth of a Nation, Higginson's United States, pp. 283-308 ; The Results of Yorktown, Fiske's Critical Period, pp. 1-50 ; Peace Negotiations of 1782-83, Winsor's History of America, VII., pp. 81-165.

## IV. SUGGESTIVE NOTES.

Teachers will find Fiske's " Results of Yorktown " and Jay's " The Peace Negotiations " of 1782-83 highly sugges-

tive. Our peace commissioners in 1783 were diplomats of rare ability, and what they did in opposition to a real European conspiracy to belittle American interests is worthy of our lasting gratitude. The work of George Rogers Clark in the Northwest appears at its real value when studied in connection with this treaty.<sup>1</sup> It is generally supposed that at the close of the Revolution the United States held undisputed sway over the territory included between the Great Lakes and the Floridas, and between the Mississippi and the Atlantic. A few suggestions to the contrary may be found by reading the articles referred to above.

## LIFE AND SOCIETY IN COLONIAL TIMES.

### IN NEW ENGLAND.

#### I. REFERENCES.

Drake's Making of New England, pp. 231-238; Higginson's Young Folks, pp. 74-87; Richardson, pp. 173-178; Sanford's Connecticut, pp. 115-121; Barnes, pp. 89-101.

#### II. SPECIAL TOPICS.

New England Village on Sunday, Higginson's Young Folks, pp. 75, 76; Going to Church, Sanford's Connecticut, pp. 128-132; Puritan Dress, Higginson's Young Folks, p. 97; Training Day, Higginson's Young Folks, p. 78, Barnes,

<sup>1</sup> See Roosevelt's able chapter, "What the Westerners had done during the Revolution," in "The Winning of the West," II., pp. 370-390.

p. 96; Election Day Cake, Sanford's Connecticut, pp. 130, 131; Sabbath Day Houses, Sanford's Connecticut, p. 132, Abbot's Revolutionary Times, pp. 88, 89; Marriages and Funerals, Sanford's Connecticut, p. 125, Hollister's Connecticut, I., p. 439; Fast and Thanksgiving, Barnes, pp. 93, 94; Tower Head-dress, Hollister's Connecticut, I., p. 445; Harvard Customs, Scudder's Men and Manners, p. 47.

### III. OUTSIDE READINGS.

**History:** Domestic and Social Life in Colonial Times, Memorial History of Hartford County; Social and Economic Conditions in New England in 1700, Thwaites's Colonies, 1492-1750, pp. 179-190; Life among the Pilgrims in New England, Drake's Making of New England, pp. 87-103; The Meeting and Meeting-House, Weeden's Economic and Social History of New England, pp. 71-75, 528-530; Colonial Travel, Weeden's Economic and Social History of New England, pp. 110-115, 310-314, 508-511; Domestic Life, Weeden's Economic and Social History of New England, pp. 213-221; Social Customs, Weeden's Economic and Social History of New England, pp. 222-230, 410-419, 533-541, 693-699, 804-814, 857-864; Effects of Puritan Social System, pp. 293-303; Sanford's Connecticut, pp. 122-132; Earle's Sabbath Day in Puritan New England; New England One Hundred Years Ago, *St. Nicholas*, 9: 152; Scudder's Men and Manners, pp. 19-122; McMaster, I., pp. 11-24, 61-63.

## IV. SUGGESTIVE NOTES.

"Life and Society in Colonial Times" is worthy of a prominent place. No subject will inspire more interest in children than this.

## IN NEW NETHERLAND AND PENNSYLVANIA.

## I. REFERENCES.

Higginson's *Young Folks*, pp. 92-97; Richardson, pp. 179-181; Barnes, pp. 101-110; Anderson, pp. 126-129; Wright's *American History*, pp. 295-299; Barnes's *Brief*, p. 95.

## II. SPECIAL TOPICS.

Amusements, Barnes, p. 107; Furniture, Higginson's *Young Folks*, pp. 90-94; Indian Traditions of the Arrival of the Dutch, Barber's *New England*, pp. 103-106; The Negro Tragedy, Coffin's *Old Times in the Colonies*, pp. 357-362.

## III. OUTSIDE READINGS.

**History:** *Old Dutch Times in New York*, Higginson, *St. Nicholas*, 1: 674; Scudder's *Men and Manners*, pp. 122-284; McMaster, I., pp. 46-48, 51-55, 59, 60, 64-66.

**Fiction:** Knickerbocker's *History of New York*, Irving; *The Legend of Sleepy Hollow*, Irving's *Sketch Book*; *Dutchman's Fireside*, Paulding.

## IN THE SOUTH.

## I. REFERENCES.

A Virginian Plantation, Scudder's Washington, pp. 14-20, 60-69, 107-118; Higginson's Young Folks, pp. 117-120; Richardson, pp. 183-185; Barnes, pp. 111-115; Coffin's Old Times in the Colonies, pp. 337-349.

## II. SPECIAL TOPICS.

"Breaking Ground on Bare Creation," Barnes, pp. 113, 114; Style of living, Higginson's Young Folks, pp. 119, 120; Indentured Servants, Johnston, pp. 39, 40.

## III. OUTSIDE READINGS.

**History:** Social and Economic Conditions in the South in 1700, Thwaites's Colonies, 1492-1750, pp. 96-109; A Georgia Plantation, *Century*, 21: 830; Scudder's Men and Manners, pp. 284-313; McMaster, I. (Schools), pp. 26, 27, (Virginia), pp. 72-75, II., pp. 4-14.

## IN GENERAL.

## I. REFERENCES.

Laws and Usages in Colonies, Eggleston's United States, pp. 108-113; Life in Colonial Times, Eggleston's United States, pp. 91-95; Farming and Shipping in the Colonies, Eggleston's United States, pp. 104-107; Anderson, pp. 119-135; Montgomery, pp. 140-145; Gilman, II., pp. 138-153; Barnes's Brief, pp. 91-97, 144, 145.

## II. SPECIAL TOPICS.

Furniture, Eggleston's Household United States, pp. 91, 92; Cooking Utensils, Eggleston's United States, p. 92; Food, Barnes, p. 95; Laws and Usages, Eggleston's United States, p. 109; Dress just before Revolution, Richardson, p. 176; Shoe in Revolutionary Times, Sanford's Connecticut, p. 120; Man's Dress in Revolutionary Times, Richardson, p. 76; Stage Coaches, McMaster, I., pp. 44-49; Newspapers in 1784, McMaster, I., pp. 35-38; Carriage of Letters, McMaster, I., pp. 41-43; Farming and Shipping in Colonies, Eggleston's United States, pp. 98-102; Bond Servants and Slaves, Eggleston's United States, pp. 104-108.

## III. OUTSIDE READINGS.

**History:** Scudder's Men and Manners; Abbott's Revolutionary Times; *Century Magazine*, January, June, October, 1884, and April, July, 1885; Social and Economic Conditions in the Middle Colonies, Thwaites's Colonies, 1492-1750, pp. 218-229; State of America in 1784, McMaster, I., pp. 19-102; Later Colonial Times, Barnes, pp. 115-130; McMaster, I., pp. 27-38, 40-44, 85-101.

## COLONIAL GOVERNMENT.

## A FEW SUGGESTIONS ON CHARTS.

There are some topics such as Slavery, Indians, Acquisition of Territory, Government, etc., that do not, in their entirety, belong to any one limited period of history. But

when the topics of any administration are assigned according to the usual methods of teaching history topically, parts of these large subjects are dealt with as sub-topics, and thus very important subjects are studied piecemeal by the class, from the beginning of history to the end. By such a method pupils cannot get a connected and comprehensive knowledge of these subjects; cause and effect cannot be so forcibly taught as they could be if each one of the topics were taught in its entirety, uninterrupted by the consideration of other unrelated topics.

With this end in view we have prepared diagrams for the guidance of the teacher. Generally it will be found more practicable to use the diagram in reviewing the topics named than for advance work, for a previous consideration of many other topics will be necessary before the pupil can intelligently complete the study of such a subject as "Acquisition of Territory."

The topic of "Slavery" can be advantageously taken up when the thirteenth, fourteenth, and fifteenth amendments are reached.

Charter Government, Colonial Congresses, Articles of Confederation, and Civil Government can best be combined with the study of the Constitution before Washington's administration is taught.

A word of caution as to the use of the diagram. Care should be taken that the pupils do not commit to memory the diagram and become satisfied with that as history. The chart is to be used solely as a guide, in connection



with the indices of the best text-books, to direct the pupil to a logical study of the subject under consideration.

It would be well to require the pupils to make out their own diagrams under the direction of the teacher, rather than to let them copy that of the teacher.

#### A FEW SUGGESTIONS ON CIVICS.

Before children can do any intelligent work with the charts to be found on the next few pages, it is necessary that they should receive some preparation in the fundamental principles of civil government. This training need not be elaborate; on the contrary, it should be quite simple, and all well-regulated schools will do more or less of it every day. Children find illustrations of government in their home life and school life. Let them begin with these familiar forms and advance gradually to the more complex, as exemplified in the government of the town, the State, and the Federal Union.

The debating society may well find a place in the last two years of every grammar-school curriculum. Constitution, by-laws, orderly methods of conducting public meetings, the rights of the majority, the reasons for due notice of meetings being given, will have a definite meaning to our young people after a year of work in a grammar-school debating club.

The conditions of good citizenship ought to be emphasized, and children made to understand that cleanliness, order, good manners, thoroughness, truth, honor, self-

control, etc., add to their personal value as a part of the commonwealth of the State. They can be loyal to their country by making a grateful return for what they receive, and as good citizens will show a proper respect for the rights and property of others, for law, and for authority.

Organize the class into a town meeting, and allow them to discuss questions in accordance with articles in a warrant duly advertised. Send representatives to town meetings with the purpose of their reporting the proceedings to the class. In this way, step by step, and by easy gradations, grammar-school pupils may be led to an acquaintance with local institutions. We suggest a few questions that may be asked, and refer the teacher to Fiske's "Civil Government" for a large number of other questions and valuable helps in this field of practical politics for young Americans. Who is the mayor of your city? Who is the governor of your State? What political party elected him? Who are the senators from your State? What congressman represents you in the lower house? What is the rate of taxation in your school district? How are these taxes raised? What do you mean by direct taxes? by indirect? What is meant by protection? by free trade? by reciprocity? How is the President of the United States elected? Let the higher grammar grades nominate in due form the presidential electors, and allow the pupils to have an election.

After some training along these lines pupils will learn

how to grasp the meaning of the simple features of the Federal Union and its Constitution. But it would be extremely unwise to require children of thirteen or fourteen to learn the Constitution without some such preparatory work. In so doing they get little but words, and a positive dislike for that which we should teach them to honor and revere.

#### A FEW BOOKS ON CIVICS.

We name a few of the best books in this field :

Giffin's Civics for Young Americans.\*

Dole's American Citizen.\* An excellent book.

Nordhoff's Politics for Young Americans.\*

Fiske's Civil Government in the United States.\* This is especially good for the historic development of our political institutions.

The Old South Leaflets :\* for the most part reprints from original sources.

Fiske's Critical Period in American History.

Johns Hopkins University Studies.

Hosmer's Samuel Adams (Town Meeting).

Macy's Our Government.\*

Dawes's How We Are Governed.\*

Weeden's Economic and Social History of New England.

Alexander Johnston's History of American Politics.

Frothingham's Rise of the Republic (Growth in Colonial period).

\* In this list stars indicate books suitable for pupils' reading.

Freeman's Growth of the English Constitution.

Bagehot's English Constitution.

Woodrow Wilson's Congressional Government.

A careful reading by the teacher of these last three will greatly aid to an appreciative understanding of the working features of our Constitution.

A. L. Lowell's Essays on Government.

De Tocqueville's Democracy in America.

Bryce's American Commonwealth.

Every teacher of American history should read this book.

Lalor's Cyclopædia of Political Science, Political Economy, and Political History of the United States. This is almost invaluable to the teacher of United States history.

#### A CHART ON THE GOVERNMENT OF THE COLONIES PREVIOUS TO 1781.

Government of the Colonies previous to 1781.	{	Division of Colonies.	Charter.	{	Granted by whom? For what purpose? How different from grant of land? Important privileges granted. Requirements demanded.
			Royal.	{	Names? Officers and how elected? Government?
			Proprietary.	{	Names? Officers and how elected? How founded? Government?
			Chartered.	{	Names? Officers and how elected? Government. Compare Government with that of Proprietary and Royal Colonies.

The relation of the Assemblies to Town Meetings.

Samuel Adams, the Father of the Town Meeting.

Colonial Congresses.	{	1643.	{ Colonies combined. Purpose. Colonies denied admission. Why?
		1754.	{ Where? Who the originator? Purpose? Why they failed? Connection with Indians.
		1765.	{ Where? Number of Colonies. Demands made? Relation to Stamp Act.

Continental Congress.	{	1774	{ How it differs from previous? Growth of government. Non-Importation Agreement. Address to Great Britain. Declaration of Independence. Adoption of Articles of Confederation.
		to 1781.	

### I. REFERENCES.

Bryant, I., pp. 538, 539; New England Confederacy, Bancroft, I., pp. 291-293; Pennsylvania Constitution, Bancroft, I., pp. 565-567; Franklin's Plan of Union (1754), Bancroft, II., pp. 385-388; First Continental Congress, Bancroft, III., pp. 61-77; Eggleston's United States, pp. 151-155.

### II. SPECIAL TOPICS.

Legislation in Colonies, Macy's Our Government, p. 140; How the Colonies were governed, Gilman, pp. 106-

109 ; First Prayer in Congress, Watson's Noble Deeds, pp. 31-35 ; Colonial Government, Montgomery, pp. 141, 142 ; Colonial Government in Massachusetts, Montgomery, pp. 83, 84.

### III. OUTSIDE READINGS.

**History** : Gilman's History of the American People, pp. 195-216 ; Government during Revolution, Hildreth, III., pp. 374-382 ; Samuel Adams, Good Reading, pp. 61-98 ; Connecticut Constitution, Old South Leaflets ; Franklin's Plan of Union (1754), Old South Leaflets ; Frothingham's Rise of the Republic ; Fiske's Civil Government in the United States, pp. 140-165.

### A CHART ON THE GROWTH OF UNION AND THE ARTICLES OF CONFEDERATION.

Growth of Union.	{	New England Confederation of 1643.	
		Intercolonial correspondence and	
		Conference at Albany in 1684.	
		Franklin and the Albany Convention of 1754.	
		Bill of Rights.	
		Committees of Correspondence.	
		First Continental Congress.	
		Non-Importation Acts.	
		Address to People of Great Britain.	
		Declaration of Rights. 1775.	
		Declaration of Independence. 1776.	
		Adoption of Articles of Confederation. 1781.	
		Annapolis Convention of 1786.	
		Constitutional Convention of 1787.	
		First National Congress of 1789.	

Articles of Confederation. 1781-1789.	{ Recommended in 1777. Why delay in adoption? Relation to Northwest Territory.	
	Powers of State. •	{ Retain sovereignty. Instruments to execute the decrees of Confederation. Could not be coerced. Each State had one vote.
Articles of Confederation. 1781-1789.	Powers of Confederation.	{ All sovereign power to :— Declare war. Make treaties. Send ambassadors. Coin money. Establish postroads. Manage Indians. Sustain the Navy. Fix standards of weights and measures. Nine States must consent.
		{ Limitation of the powers of the Confederation.
Articles of Confederation. 1781-1789.	{ No Executive or Judiciary. Could not collect taxes. Could not raise an army.	
	{ One government to-day, thirteen to-morrow. Critical period of American history. Need of a strong central government.	

### CRITICAL PERIOD.

**What to Teach :** The Articles of Confederation ; Ordinances of 1787 ; Condition of the Country ; Making of the Constitution ; The Northwest Territory.

#### I. REFERENCES.

Higginson's Young Folks, pp. 215-219 ; Thalheimer's Eclectic, pp. 180, 181 ; Barnes, p. 142 ; Scudder, pp. 202-204, 243-245 ; Sheldon Barnes, pp. 196-199, 203-207 ;

Lossing (large), pp. 355-361 ; Coffin's Building the Nation, pp. 17-26 ; Irving-Fiske, pp. 492-499 ; Anderson, pp. 203-206 ; Eggleston, pp. 197-200 ; Montgomery, pp. 185-190 ; Nordhoff's Politics for Young Americans, pp. 117-121 ; Gilman, III., pp. 94-100 ; Johnston, pp. 103-109 ; Frothingham's Rise of the Republic, pp. 569-578 ; Hildreth, III., pp. 527, 528.

## II. SPECIAL TOPICS.

Question of Western Lands, Hildreth, III., pp. 398, 399 ; Society of Cincinnati, Bancroft, I., p. 82 ; Jealousy of the States, Montgomery, p. 186, Higginson's Young Folks, p. 214 ; Shay's Rebellion, Hale's Story of Massachusetts, pp. 300-303 ; Lossing (large), p. 353 ; Paper Money, Richardson, p. 243 ; Maryland's Delay in adopting Articles of Confederation, Frothingham's Rise of the Republic, pp. 574, 575, Johnston, pp. 139, 140.

## III. OUTSIDE READINGS.

**History :** Fiske's Critical Period ; Bancroft, VI., pp. 24-203 ; Old South Leaflets ; Johnston's American Politics, pp. 3-17 ; Winsor's History of America, VII., chap. iii. ; Johnston's American Orations, Orations of Henry, Hamilton, and Washington ; Lalor's Cyclopædia, pp. 574-577, 606-610 ; Johns Hopkins University Series ; Hinsdale's Old Northwest ; Scudder's Washington, pp. 206-218 ; Barber's New England, pp. 466-469 ; Hildreth, III., pp. 395-404.

**What to Teach :** The Confederation and the Federal Constitution.



## I. REFERENCES.

Fiske's War of Independence, pp. 182-193 ; Articles of Confederation, Fiske's Critical Period, pp. 93-99 ; Ordinance of 1787, Fiske's Critical Period, pp. 204-206 ; Cession of Western Lands, Fiske's Critical Period, pp. 192-194

## II. SPECIAL TOPICS.

Jealousy of States, Gilman's American People, p. 337 and note ; The Northwest Territory, Fiske's American Independence, p. 188 ; Foreign Estimate of United States, Fiske's Critical Period, pp. 140, 141 ; Quarrel between Connecticut and Pennsylvania, Fiske's Critical Period, pp. 148-150 ; The New Hampshire Grants, Fiske's Critical Period, pp. 151-153.

## III. OUTSIDE READINGS.

**History :** Northwestern Land Claims and Cessions, Hinsdale's Old Northwest, pp. 192-255 ; The Ordinance of 1787, Hinsdale's Old Northwest, pp. 263-280 ; Lossing's Field Book of the Revolution, pp. 652-658 ; Schouler, I., pp. 14-35 ; Von Holst's Constitutional History of the United States, 1750-1833, pp. 17-46.

## IV. SUGGESTIVE NOTES.

If there is any one period of United States history the study of which should make us grateful for the blessings of a strong central government, it is that between the dates 1783 and 1789. It is rightly called the Critical

Period. The horrors of the witchcraft delusion, the butcheries of the treacherous Indians, the dark days of Valley Forge, even the rebellion of the slave States, did not bring upon us as a people such humiliation and drive us so near the verge of anarchy as did the quarrel and suicidal legislation of the States from the close of the Revolution to the beginning of Washington's administration.

When the treaty of 1783 had been agreed upon by the agents of England, France, and the United States, and the former colonists of England were rejoicing that they were to take their places among the nations of the world as an independent people, we had a population of about three and a half millions,<sup>1</sup> a debt of one hundred and seventy million dollars, and for the basis of our national government the Articles of Confederation whose organ of legislation was the old Continental Congress, without executive or judiciary. This body was composed of delegates from the thirteen States, and its delegated powers gave it authority to declare war, send and receive ambassadors, make treaties, adjudicate disputes between States, manage Indian affairs, regulate the value of coin, fix standards of weights and measures, control the post-office, establish a navy, and to make requisition upon the States according to their assessed valuation for the payment of the expenses of the government. But the power of taxation — "the most fundamental of all the attributes of sovereignty" — was not given to Congress, and it could not raise money, other than what the individual States chose

<sup>1</sup> This covers entire cost.

to send in answer to requisition, either by direct taxation or through custom-house duties, for the control of commerce was held exclusively by the States. The States refused to comply with the requests of this powerless body. Requisitions for millions were answered by remittances of a few paltry thousands.

In the treaty of Paris our commissioners had stipulated that Congress should recommend to the States that all debts due in England from individuals in America should be paid, and that the loyalists should be reimbursed for the loss of property confiscated during the war. The States refused to compel the payment of these private debts and continued to legislate against the Tories. It is not surprising that this inability of Congress to compel the States to fulfil treaty obligations robbed us of all respect from foreign nations. A government that was disregarded at home could not expect to win respect abroad.

England was quick to take advantage of this weakness in the national government, and in 1783 she proclaimed an order in council that all trade between the United States and the British West Indies must be carried on in English-built ships. It was in vain that our minister, John Adams, threatened reprisals, or tried to negotiate more favorable trade relations with England. She knew that Congress was powerless to control commerce, and that we had no trade privileges to offer that she could not take without the grant of that body. Other European countries followed England's lead, and soon our commerce,

together with ship-building interests, was at the mercy of our rivals. The States largely interested in ship-building attempted to persuade the legislatures to retaliate against the navigation law of England by declaring higher import duties on her trade ; but such was the jealousy between the States that no agreement could be reached, and when some of the individual commonwealths placed higher taxes on goods brought in English ships, others, because of greater hatred to their neighbors than to England herself, let English goods in free.

It must be remembered that the American Revolution was not a war to destroy something, but to keep something, and that something was the independence of the individual State ; therefore, when the war was over the patriots became supporters of the legislatures they had saved rather than of the Congress that the war had created. The ablest statesmen preferred the offices of the State to those of the general government, and consequently during this critical period Congress lost the prestige it had during the war both at home and abroad.

Rivalry, discontentment, and bitter hatred pervaded the new-born republic. The soldiers complained that while congressmen voted full pay to themselves they refused to satisfy the prior claims of those who had saved the nation. Civilians, on the other hand, condemned the Society of Cincinnati, especially its quality of heredity, as undemocratic, and denounced it as dangerous to a republican form of government. Sectional division and hatred were

made by the North's attempting to gain commercial advantage at the expense of depriving the South of the navigation of the Mississippi River, and, when the South in reply emphatically said that the Jay-Gardoqui treaty should not be, and the control of the river should not pass to Spain, threats of secession were heard in New England. Pioneers from Connecticut who had settled in the beautiful Wyoming Valley, when suffering from famine and flood, were cruelly butchered by their Pennsylvania enemies. The hated Yankees of Connecticut and the hucksters of New Jersey were driven from the markets of New York by discriminating duties. The Green Mountain boys of Vermont had to fight for their homes against the encroachments of their neighbors on the east and the west, and during all this period this little State had to wait for admission to the Union because of these bitter, and sometimes deadly, controversies over disputed claims and boundaries.

And there was another trouble, broader and deeper and more difficult to deal with than the warfare of States. It was the financial problem. After the collapse of continental currency in 1780, no national coinage was established until 1785, and none issued until 1793. During this period French, English, Spanish, and German coins, of various and uncertain values, passed from hand to hand. But the general circulation of these was of short duration, as they were either hoarded by the rich, or used in payment of foreign goods, and when once gone they could not be got again, as we had no commerce to exchange for them.

Barter was resorted to, but this did not satisfy the demands of trade, and soon the cry for cheap money was heard in the land. The demand became contagious, and only two States — Connecticut and Delaware — escaped the infection. In Rhode Island half a million dollars were issued in scrip and loaned to the farmers on mortgages of twice the value of the loan. Prices of merchandise instantly increased. The farmers refused to patronize the merchants. The stores were closed. Attempts were made to market produce in Connecticut and New York, but these avenues of trade were shut. The legislature issued an act commanding every one to take the paper as an equivalent for gold. The courts declared the act unconstitutional, and the paper dollar issued in May passed for sixteen cents in November.

The refusal of the Massachusetts legislature to grant an issue of paper money so enraged the advocates of such an act that the poor farmers under the leadership of Daniel Shay were organized into an army two thousand strong, which mobbed the arsenal at Springfield, compelled the Supreme Court to adjourn, and was only stopped in its mad course of insurrection by the combined military forces of the State.

This occurred in 1787, the year that the Federal Convention met to revise the Articles of Confederation. How that convention, composed of delegates representing States on the verge of war with each other, could make our Constitution, characterized by Mr. Gladstone as "the

most wonderful work ever struck off at a given time by the brain and purpose of man," is a marvel. But however diversified their interests were, there was one interest that bound the delegates together. It was that of the public lands.

When in 1777 the Articles of Confederation were proposed, Massachusetts, Connecticut, New York, and Virginia claimed all that land lying north of the Ohio and east of the Mississippi Rivers, known as the Northwest Territory.<sup>1</sup> The claims of Massachusetts and Connecticut were based upon chartered rights, those of New York upon purchase, while Virginia made the double claim of chartered rights and conquest. The possibility of four States monopolizing this vast area to the exclusion of those States without western claims, meant the supremacy of the large States over the small, and disunion when the war should end. Maryland was wise enough to see this, and bold enough to proclaim and maintain her "pioneer thought," that the western claims of these individual States should be annulled and the Great Northwest become public domain. She claimed that the Confederacy was at war with England in the common interest of all the States, that Congress should have power to fix boundaries, and that the unoccupied lands won by the combined armies of the Union should be controlled and disposed of by Congress for the benefit of all. She conditioned her signing the Articles of Confederation upon the release of all

<sup>1</sup> It will be remembered that these claims conflicted and overlapped.

claims to the Northwest by the individual States, and alone she maintained this position in the face of threats to make a second Poland of the obstinate little State and divide her among her enemies. From 1777 to 1781 the bitter fight continued, and in the latter year New York yielded, Massachusetts, Connecticut, and Virginia followed her lead in transferring their western possessions to Congress, and the Articles became the basis of government.

This was an earnest of what was to follow in the Federal Convention when the selfish interest of the States was made to yield by compromise to the greater good of the Union. This long struggle and final victory of Maryland gave Congress the dignity of independent government in one place at least, and she rose to the occasion by giving us the Ordinance of 1787, a public document that ranks second in importance only to the Federal Constitution.

The Federal Convention and the Constitution can be intelligently studied and appreciated only in the light of a pretty thorough knowledge of the great issues of this critical period. We refer to Professor Fiske's "Critical Period of American History," B. A. Hinsdale's "Old Northwest," Winsor's Narrative and "Critical History," VII., pp. 215-233, McMaster, vol. I., Lalor's "Cyclopædia of Political Science," Bancroft, vol. VI., Johns Hopkins University Historical Studies, III., chap. i.



## A CHART ON THE CONSTITUTION.

Constitution of the United States.	Legislative Department.	House of Representatives.	{ Eligibility of Apportionment. Number. Represents what. Term of office. Presiding officer. Census.
		Senate.	{ Eligibility to office. How elected. Number. Term of office. Represents what. Presiding officer.
	Executive Department.	President. Vice-Pres't.	{ Eligibility. How elected. Term of office. Oath of office. Impeachment. Duties and powers.
		Cabinet.	{ How chosen. Number. Term of office. Duties.
	Judicial Department.	Judges.	{ How chosen. Number. Term of office. How removable.
Courts.		{ Supreme. Circuit. District.	
Congress.	{ Time of meeting. Adjournment. Treason. Powers. How a Bill becomes a Law.	Has power :	
		{ To lay taxes. To coin money. To regulate commerce. To naturalize foreigners. To establish post-offices. To declare war. To maintain arsenals. To maintain light-houses. To make new States.	

President.	$\left\{ \begin{array}{l} \text{Commander of Army.} \\ \text{Makes treaties.} \\ \text{Appointments in} \\ \text{Connection with} \\ \text{Senate.} \\ \text{Messages.} \end{array} \right\}$	of	$\left\{ \begin{array}{l} \text{Ambassadors.} \\ \text{Ministers.} \\ \text{Consuls.} \\ \text{Judges.} \\ \text{Postmasters.} \end{array} \right\}$
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## I. REFERENCES.

Appleton's Cyclopædia American Biography, pp. 696-699; Anderson, pp. 19-27, 106; Higginson's American Explorers, chap. ii.; Scudder, pp. 10-23; Irving-Fiske, pp. 492-496; Richardson, pp. 26-35; Gilman, I., pp. 39-65; Gilman's Monroe, chaps. i., ii., iii.

## IMPORTANT TOPICS RELATED TO THE CONSTITUTION.

**What to Teach:** Disagreement between Small and Large States as to their Representation in Congress; Influence of Connecticut in Settlement of this Question; Compromise between North and South as to Commerce and Protection of Slaveholders; the Importation, Enumeration, and Return of Runaway Slaves.

## I. REFERENCES.

✓ Eggleston's Household United States, pp. 194-200; Gilman's American People, pp. 337-351; Origin of the Constitution, Macy's Our Government, pp. 164-168; State Representation, Hildreth, III., pp. 485-487; Virginia *vs.* New Jersey, Fiske's Critical Period, pp. 236-249; Johnston, pp. 284-294.

## II. SPECIAL TOPICS.

The Federal Convention, Fiske's War of Independence, pp. 190, 191; Opposition of the Anti-Federalists, Johnston's American Politics, pp. 15, 16.

## III. OUTSIDE READINGS.

**History:** United States History and Constitution, Johnston, pp. 79-119; Morris's Half Hours, II., pp. 147-161; Schouler, I., pp. 36-73; Influence of Connecticut, Johnston's Connecticut, pp. 319-332; Frothingham's Rise of the Republic, pp. 589-603; Hildreth, III., pp. 482-526; Bancroft, VI., pp. 207-474; Fiske's Critical Period, pp. 230-350; Eliot, pp. 248-275; Alton's Among the Lawmakers, (Sketches of the Workings of Congress and of Congressional life by one who was a page for four years); Fiske's American Political Ideas; Fiske's Federal Union, pp. 57-100; Von Holst's Constitutional History of the United States, 1750-1833, pp. 47-63.

## THE REPUBLIC BEFORE THE CIVIL WAR

GEORGE WASHINGTON'S ADMINISTRATION. (TWO TERMS,  
1789-1797.)

**What to Teach:** Political Parties; Washington's Inauguration; His Cabinet; How Money was raised and Debts paid; The Whiskey Rebellion; Trouble with France; Jay's Treaty with England; Western Emigration; The Invention of the Cotton Gin.

## I. REFERENCES.

Higginson's Young Folks, pp. 220-224; Scudder, pp. 250-254; Richardson, pp. 292-294; Johnston, pp. 113-118; Montgomery, pp. 191-199; Eggleston's (G. C.) Strange Stories, pp. 151-163.

## II. SPECIAL TOPICS.

Washington on his Way to New York, Higginson's Young Folks, pp. 217, 218; Celebration of the Adoption of the Constitution, Higginson's Young Folks, p. 216; Washington's Formality, Coffin's Building the Nation, pp. 35-37; Manners and Customs, Higginson's Young Folks, pp. 222-224; The Bastille and the French People, Coffin's Building the Nation, pp. 42-45; Daniel Boone and the Indians, Wright's American Progress, pp. 8-10; Franklin, Higginson's Young Folks, pp. 227, 228; Eli Whitney and the Cotton Gin, Champlin's Cyclopædia of Persons and Places; The Guillotine, Richardson, pp. 292, 293; Modes of Travel, Eggleston's United States, pp. 204, 205; Social Observances in the Presidential Mansion, Barnes, p. 343; Admission of Vermont, Eliot, pp. 251, 252; Eli Whitney, Smith's Famous Americans, pp. 2-4; Benjamin Franklin, Smith's Famous Americans, pp. 41-46.

## III. OUTSIDE READINGS.

**History:** Home and Society in Washington's Administration, Eggleston, pp. 209-212; The French Revolution, Coffin's Building the Nation, pp. 42-56; Social Life in

New England, Coffin's Building the Nation, pp. 78-92; Social Life in Other States, Coffin's Building the Nation, pp. 93-111; Daniel Boone and the West, Wright's American Progress, pp. 1-40; Daniel Boone, Eggleston's United States, pp. 134-140; Washington at Home, Irving-Fiske, pp. 124-129; Washington's Farewell Address, Old South Leaflets; First Years of the Constitution, Coffin's Building the Nation, pp. 27-41; Teaching by Example, Coffin's Building the Nation, pp. 42-57; Forces of Civilization, Coffin's Building the Nation, pp. 63-77; Our Country's Cradle, Higginson's United States, pp. 309-332; Eli Whitney, Hale's Stories of Invention, pp. 219-237; George Washington, Bolton's Famous American Statesmen, pp. 1-38.

**Biography** : George Washington and Daniel Boone (Lee & Shepard's Famous Boy Series); George Washington (Lee & Shepard's Daring Deeds Series).

**Poetry** : Ode for Washington's Birthday, Holmes.

**Fiction** : The Peasant and the Prince, Martineau; Tale of Two Cities, Dickens; In the Reign of Terror, Henty.

**Oratory** : Webster's Eulogy on Washington, Webster and His Masterpieces, II., pp. 247-262; Fisher Ames on the British Treaty (1796), Johnston's American Orations, I., pp. 64-82.

**Readings in Contemporaneous History** : Montgomery's French History (Louis XVI. and the French Revolution), pp. 203-234.

## IV. SUGGESTIVE NOTES.

The time from the close of the Revolution to the formation of the Constitution has rightly been called the critical period in American history. It would be a great mistake, however, to suppose that 1789 terminated this period and that the adoption of the Constitution brought in its train prosperity as well as union. The republic was as weak as it was young, and France and England vied with each other in their efforts to use it as a tool in building up their own power. It had given evidence that it would one day be great if only it could have an opportunity to develop, undisturbed by foreign interference and European complications, the natural resources its unrivalled geographic conditions so richly supplied. A foreign traveller, visiting America at this time, said he found no Americans: the people were all English or French in their sympathies and feelings. The dangers from foreign domination were indeed great, but domestic troubles were almost equally threatening. It required all the wisdom of Washington<sup>1</sup> and the able statesmen co-operating with him to save the country from financial ruin. In the attitude our first President took towards the French Revolution and European difficulties in general, the "Monroe Doctrine" was foreshadowed. Washington's address<sup>2</sup> to the people when re-

<sup>1</sup> Before retiring to private life, Washington, who in the bitterness of the political wrangling was slanderously assailed, said he would rather be in his grave than be President.

<sup>2</sup> Old South Leaflets contain this Farewell Address entire.

tiring from the presidency is direct and pointed in its advice that Americans should not interfere in affairs distinctively European, nor European nations with interests distinctively American.

Grammar-school pupils should learn something here of the French Revolution in its deeper significance and influence. No pupil should go through our public schools in ignorance of the bearing upon history of this great event that resulted in the slaughter of one million victims. Of course details are out of the question.

The work of Alexander Hamilton in raising money, the western emigration, and the bearing upon history of the cotton-gin should be clearly outlined. Let "life and society" be made prominent.

Outline maps in the hands of pupils are of great service in indicating the development of the Union. As the States are admitted, in the various administrations, the blank spaces should be filled. Ginn & Co. and D. C. Heath & Co. publish such maps. Edwin Shepard, Camden, N.J., furnishes a large perforated outline map which may easily be put upon the board and filled in with various colors as the class proceeds in the study. Johnston's "History of the United States" gives valuable hints about this work. The free States may have one color, the slave another; Louisiana, when purchased, may appear in still another; and so on.

JOHN ADAMS'S ADMINISTRATION. (ONE TERM, 1797-1801.)

**What to Teach:** Trouble with France; Alien and Sedition Laws; Character of Adams.

### I. REFERENCES.

Johnston, pp. 119, 122; Scudder, pp. 274-277; Richardson, pp. 294-296; Coffin's Building the Nation, pp. 112-118; Montgomery, pp. 199-201.

### II. SPECIAL TOPICS.

Hail Columbia, Coffin's Building the Nation, pp. 113-115; Washington City in Adams's Administration, Richardson, p. 296; The Election of Jefferson, Johnston's American Politics, pp. 49, 50.

### III. OUTSIDE READINGS.

**History:** Familiar Letters of John Adams and His Wife; Life at the Close of the Eighteenth Century, Barnes, pp. 349-353; Political Parties, Winsor's History of America, VII., pp. 267-274; Johnston's American Politics, pp. 41-51.

**Biography:** Mrs. John Adams, Gordon's Lady Washington to Mrs. Cleveland, pp. 37-60; John Adams, Frost's Lives of the Presidents, pp. 49-64.

**Oratory:** Webster's Supposed Speech of John Adams, Union Speaker, pp. 149-152.



## IV. SUGGESTIVE NOTES.

Napoleon Bonaparte is referred to in connection with the troubles with France. A few bright pupils might be induced to read his life. It is well worth while to make clear the Alien and Sedition laws, as they are somewhat conspicuous in their influence upon the destiny of the Federal party and in their relation to the famous Virginia and Kentucky resolutions. The true meaning of State rights, and of Federal government, in our complicated system, grammar pupils should understand well. Concrete examples like this will help them to such an understanding.

THOMAS JEFFERSON'S ADMINISTRATION. (TWO TERMS,  
1801-1809.)

**What to Teach :** War with Tripoli; Purchase of Louisiana; Lewis and Clarke's Explorations; The Right of Search and Impressment of Seamen; Commercial Injuries; The Embargo and Non-Intercourse Acts; Aaron Burr; Fulton and the Steamboat.

## I. REFERENCES.

Coffin's Building the Nation, pp. 132-137; Barnes, pp. 360-365; Johnston, pp. 124-130; Scudder, pp. 278, 282, 285-289; Anderson, pp. 231-240; Richardson, pp. 301-306, 313-316; Higginson's Young Folks, pp. 235-239; Coffin's Building the Nation, pp. 121-127, 142-144; Montgomery, pp. 201-209.

## II. SPECIAL TOPICS.

Robert Fulton, Champlin's Cyclopædia of Persons and Places; Lewis and Clarke, Richardson, pp. 298-300; Smith's Famous Americans, pp. 219-223; Recapture of Philadelphia, Coffin's Building the Nation, pp. 125-127; Captives in the Barbary States, Wright's American Progress, pp. 44, 45; Republican Simplicity, Barnes, p. 355; The Clermont, Barnes, p. 366; Impressment of Seamen, Richardson, p. 314; The Boy Jefferson, Bolton's Famous American Statesmen, pp. 67-69; Robert Fulton, Smith's Famous Americans, pp. 4-8; Alexander Hamilton, Smith's Famous Americans, pp. 52-57.

## III. OUTSIDE READINGS.

**History:** War with Algiers, Coffin's Building the Nation, pp. 119-130, McMaster, III., pp. 200-208; Burr and Hamilton, McMaster, III., pp. 49-88, Coffin's Building the Nation, pp. 131-141; Wright's American Progress, pp. 107-116; The Barbary States, Wright's American Progress, pp. 41-55; Purchase of Louisiana, Wright's American Progress, pp. 55-85; Trade and Life in the Administrations of Washington, Adams, and Jefferson, Sheldon Barnes, pp. 220-229; The Early American Presidents, Higginson's United States, pp. 333-359; Louisiana, McMaster, III., pp. 1-88; Free Trade and Sailors' Rights, McMaster, III., pp. 270-278; The Long Embargo, McMaster, III., pp. 279-338; Robert Fulton, Hale's Stories of Invention, pp. 172-193; Robert Fulton and the Steam-

boat, Towle's Heroes and Martyrs, pp. 160-170; Lewis and Clarke's Explorations, D'Anvers's Heroes of American Discovery, pp. 184-199; Wright's American Progress, pp. 86-103.

**Biography:** Thomas Jefferson, Bolton's Famous American Statesmen, pp. 67-98; Alexander Hamilton, Bolton's Famous American Statesmen, pp. 99-132; Jefferson, Frost's Lives of the Presidents, pp. 65-90.

**Fiction:** Philip Nolan's Friends, Hale; The Man without a Country, Hale.

**Oratory:** Nott on the Death of Alexander Hamilton (1804), Johnston's American Orations, I., pp. 117-128; Josiah Quincy on the Admission of Louisiana, Johnston's American Orations, I., pp. 145-169.

#### IV. SUGGESTIVE NOTES.

The great event of Jefferson's administration is of course the purchase of Louisiana. It is rather significant that Jefferson, the strict constructionist, should have been willing to do that for which there was absolutely no warrant in the Constitution, viz., increase the national domain by the purchase of new territory. Yet he showed his wise statesmanship by purchasing Louisiana, and defended his act by saying in effect that, after all, the Constitution was only an expression of the will of the people, and since the great majority desired the purchase of Louisiana such purchase was constitutional.

The far-reaching influences of the steamboat upon our

commercial growth and upon western emigration may well receive careful attention.

The conspiracy of the brilliant Aaron Burr and his relations with Alexander Hamilton are full of interest. These men present striking contrasts. Alexander Hamilton was an illustrious statesman and a noble citizen; Aaron Burr, a crafty politician and treacherous villain. The domineering spirit of England and France is still shown in various ways. Jefferson was not by nature fit to handle with ability foreign difficulties that demanded firmness, and, possibly, war. So his management of these troubles was not highly creditable to himself nor to the country. It proved a serious blunder to retaliate upon two great powers by passing the Embargo Act, which injured our own growing commerce far more than that of our enemies.

JAMES MADISON'S ADMINISTRATION. (TWO TERMS,  
1809-1817.)

**What to Teach:** Causes of War of 1812; Tecumseh's Conspiracy; The Attitude of New England toward the War; The Political Parties of the Time; The British and the American Navies; The Constitution and *Guerrière*; General Character of the Naval Duels; Perry's Victory; McDonough's Victory; Capture of Washington and Attack on Baltimore; The Hartford Convention; Battle of New Orleans; Growth of Manufacturing Interests and the Tariff; Treaty of Peace and Results of the War.

## CAUSES OF THE WAR; TECUMSEH'S CONSPIRACY.

## I. REFERENCES.

Ellis, II., pp. 257-259; Appleton's Cyclopædia of American Biography, pp. 57, 58; Richardson, pp. 312-316; Eliot, pp. 325, 326; Scudder, pp. 282-290; Montgomery, pp. 210, 211; Eggleston, pp. 240-243; Lossing, pp. 408, 409.

## II. SPECIAL TOPICS.

The Principal Theatre of the War, Johnston, p. 132; The Means for the War, Eliot, p. 327; The Blockade, Johnston's United States, pp. 189, 190.

## III. OUTSIDE READINGS.

**History:** Making Ready for War, McMaster, III., pp. 541-556; How there came to be War with England, Coffin's Building the Nation, pp. 142-158; Tecumseh and the Prophet, McMaster, III., pp. 525-535; The Embargo, Gay's Madison, pp. 264-283; War with England, Gay's Madison, pp. 301-321; War of 1812, Schurz's Henry Clay, I., pp. 67-126; Causes of War, Roosevelt's Naval War of 1812, pp. 1-22; President Madison's Message to Congress, Frost's Lives of the Presidents, pp. 101-111; Wright's American Progress, pp. 130-144.

**Biography:** Mrs. Madison, Gordon's Lady Washington to Mrs. Cleveland, pp. 87-102; Tecumseh, D'Anvers's Heroes of American Discovery, pp. 255-279; Eggleston's Tecumseh; Goodrich's Celebrated American Indians, pp.

255-279; Madison, Frost's *Lives of the Presidents*, pp. 91-124.

**Oratory** : Henry Clay on the War of 1812, Johnston's *American Orations*, I., pp. 170-180.

#### IV. SUGGESTIVE NOTES.

The duplicity of Napoleon Bonapartè brought its natural result in the declaration of war with England, although there was about as much ground for war with France. Henry Clay and the young democracy, representing the South and the West, were eager to come to blows with England for the humiliating insults to America. Great Britain persisted in the policy, inaugurated by Lord George Germain in the Revolution, of lending sympathy and material aid to the Indians in their hostilities to the settlers, this time in the Northwest. Tecumseh's conspiracy, therefore, furnishes most valuable suggestions on the development of the Indian question, and the defeat of this remarkable chief decided, once for all, that the whites of the United States were to exercise supremacy in territory long the subject of warm dispute between the English and the Indians on one side and the Americans on the other. This conspiracy, then, as an epoch-making event, is highly significant.

New England opposed the war as vigorously as the South and West favored it, and was quite unwilling to lend support to its prosecution. The Hartford Convention was the outcome of this feeling. In fact, political feel-

ing about the war was intensely bitter. The Federalists, strong in New England and the Northern States, and controlling much of the wealth of the country, not only denounced the war as a huge mistake, but held back funds absolutely essential to vigorous work in the field. The war party, moreover, was unfortunate in having Mr. Madison, who was no nearer being a model war President than Thomas Jefferson, as the nominal commander-in-chief of the American army. His appointments to high official position of politicians who were notably inefficient in disciplining and managing troops, also contributed to make our campaigns on the land in the first part of the war a series of humiliating blunders, demoralizing alike to the army and to the people. It was only after the treaty of peace had already been signed that "Old Hickory," the hero of New Orleans, convinced the Americans and the world of the superiority of our land forces when led by a brave and able general.<sup>1</sup> The moral influence of this battle, in reviving a spirit of confidence in our military prowess, was its best result.

But while the land forces of the Americans were meeting with defeat, their navy was astonishing the world by its brilliant victories. Although at the beginning of the war this little navy had but twelve vessels, and the English one thousand and sixty, the Americans won naval duel after naval duel. In our topics we refer to one of these,

<sup>1</sup> Of course some bravery and military efficiency had been shown before that, for example at Baltimore and at the battle of the Thames. But such battles were exceptional.

which serves, for recitation purposes, as a type for all the rest. We also refer to Perry's victory, in many respects phenomenal and certainly worthy of the closest study, and McDonough's victory, as also showing the superiority of American seamanship in naval *battles*.

It will be noticed, no doubt, that practically all the fighting on land was near the borders or the coast. It will also be noticed that the battle of Lake Champlain was the result of the old familiar effort of England to conquer and occupy the Hudson valley; that about the same time the attempt to carry out this scheme was tried the British attacked Washington and Baltimore; and that, simultaneously with these movements, a strenuous effort was made to capture New Orleans and thus to come into control of the lower Mississippi.

The necessary growth of manufacturing in this country during the period when intercourse with England was stopped by the embargo and the war, led to the establishment of manufacturing in the United States. The war which made the United States independent of England in the matter of manufacturing, and which enabled this country to throw aside forever the degrading restraints England had forcibly imposed upon American seamen and American commerce, may rightly be called the "Second War of Independence." A protective tariff introduced soon after the close of this war was necessary to foster the infant industries in America.

We call attention to the small number of battles re-



ferred to in our topics on this war. Even in these few, teachers should avoid military details, and make the personality of such men as Oliver Perry and Andrew Jackson stand out.

For reliable matter on the causes and general conduct of this war we refer the teachers to Henry Clay (American Statesmen Series), I., pp. 67-125, and James Madison (same series), pp. 264-320.

**What to Teach:** The Attitude of New England toward the War; The Political Parties of the Time; The British and the American Navies; The Constitution and *Guerrière*.

#### I. REFERENCES.

Richardson, pp. 320-324; Johnston's United States., pp. 191, 192; Winsor's History of America, pp. 341-343; Montgomery, pp. 213, 214; Anderson, pp. 245, 246; Coffin's Building the Nation, pp. 160-164.

#### II. SPECIAL TOPICS.

Dislike of the War in England, Johnston, p. 133; The Army and Navy, Johnston, p. 132; The British Navy, Johnston, p. 136; The American Navy, Johnston, p. 136; Courage of American Seamen in Battle, Eggleston's United States, p. 247; The Blockade, Johnston, p. 134; Naval Victories, Johnston, p. 137; Chesapeake and Shannon, Richardson, pp. 326, 327.

## III. OUTSIDE READINGS.

**History :** Hildreth, III., pp. 313-325, 452-454 ; Winsor's History of America, VII., pp. 274-280 ; Johnston's American Politics, pp. 69-82 ; Lalor's Cyclopædia, II., p. 171.

**Poetry :** Old Ironsides, Holmes ; The Lost War-Sloop, Proctor.

**What to Teach :** General Character of the Naval Duels ; Perry's Victory.

## I. REFERENCES.

Coffin's Building the Nation, pp. 187-193 ; Barnes, pp. 383-387 ; Richardson, pp. 328-331 ; Barnes's Brief, pp. 161-163 ; Anderson, pp. 248-250 ; Montgomery, pp. 214, 215.

## II. SPECIAL TOPICS.

Appleton's Cyclopædia American Biography, IV., pp. 735, 736 ; Rebecca and Abigail Bates and their Drum and Fife, Coffin's Building the Nation, pp. 185, 186.

## III. OUTSIDE READINGS.

**History :** The War, Scudder, pp. 295-300 ; On the Ocean in 1812, Roosevelt's Naval War of 1812, pp. 72-139 ; On the Lakes in 1813, Roosevelt's Naval War of 1812, pp. 221-284 ; Burnham's Struggles of the Nations, pp. 512-518.

**What to Teach :** McDonough's Victory ; Capture of Washington and the Attack on Baltimore.

## I. REFERENCES.

Coffin's Building the Nation, pp. 200-206 ; Richardson, pp. 333-337, 339-341 ; Barnes, pp. 392-395 ; Anderson, pp. 254, 255 ; Winsor's History of America, VII., pp. 396-403 ; Hildreth, III., pp. 515-517 ; Eliot, pp. 334-336 ; Ellis, II., pp. 286, 287.

## II. SPECIAL TOPICS.

McDonough, Barnes, p. 393 ; The Star-spangled Banner, Richardson, pp. 337, 338 ; Slaves made Soldiers by the British, Ellis, p. 286.

## III. OUTSIDE READINGS.

**History :** On the Lakes in 1814, Roosevelt's Naval War of 1812, pp. 284-353 ; Hildreth, III., pp. 499-512.

**Poetry :** The Star-spangled Banner, Key ; The American Flag, Drake (Bryant's Library of Poetry and Song) ; God save the Flag, Holmes ; Union and Liberty, Holmes ; Columbia the Land of the Brave, Shaw ; The American Flag, Curtis, Union Speaker, pp. 411, 412.

**What to Teach :** The Hartford Convention ; Battle of New Orleans ; Growth of Manufacturing Interests and the tariff ; Treaty of Peace and Results of the War.

## I. REFERENCES.

Richardson, pp. 341, 344 ; Eliot, pp. 338-341 ; Ellis, II., pp. 289-293 ; Anderson, pp. 255-257 ; Barnes, pp. 396, 397 ; Coffin's Building the Nation, pp. 225-228.

## II. SPECIAL TOPICS.

Jackson's Severity, Ellis, II., pp. 289-293; End of England's Claim to Right of Search, Frost's Lives of the Presidents, pp. 417-419; The American Colonization Society, Taylor's Model History, pp. 178, 179.

## III. OUTSIDE READINGS.

**History:** General View of the War, Johnston, pp. 131-141; The War, Wright's American Progress, pp. 130-145; Hildreth, III., pp. 532-565; Second War of Independence, Higginson's United States, pp. 360-380.

**Fiction:** Signal Boys, Captain Sam, Big Brother, by G. C. Eggleston.

JAMES MONROE'S ADMINISTRATION. (TWO TERMS, 1817-1825.)

**What to Teach:** War with the Seminoles and the Purchase of Florida; The Missouri Compromise; The National Road; The Monroe Doctrine; LaFayette's Visit and Mount Vernon.

## I. REFERENCES.

Johnston, pp. 142-149; Wright's American Progress, pp. 145-158; Higginson's Young Folks, pp. 252-258; Montgomery, pp. 220-228; Coffin's Building the Nation, pp. 244-250; Scudder, pp. 305-309.

## II. SPECIAL TOPICS.

Visit of LaFayette, Richardson, p. 347; The Erie Canal, Coffin's Building the Nation, pp. 239-242; Immigration from Europe, Higginson's Young Folks, p. 253; The National Road, Montgomery, pp. 226, 227.

## III. OUTSIDE READINGS.

**History:** From 1817 to 1825, Coffin's Building the Nation, pp. 232-246; Purchase of Florida, Wright's American Progress, pp. 145-158; Story of Slavery, Wright's American Progress, pp. 159-178; The Era of Good Feeling, Higginson's United States, pp. 381-405; The Monroe Doctrine, Gilman's Monroe, pp. 156-175; Slavery and the Missouri Compromise, Schurz's Henry Clay, II., pp. 69-95, 150-203.

**Biography:** Monroe, Frost's Lives of the Presidents, pp. 125-138.

## IV. SUGGESTIVE NOTES.

The Missouri Compromise and the purchase of Florida were both brought about in the interests of the slave-holders. During the War of 1812 the government found great difficulty in reaching the national troops with provisions and other military supplies. Western emigration also called for easier communication with the regions beyond the Alleghany Mountains. The national road was the result. The Monroe doctrine, foreshadowed in Washington's administration, deserves special comment. It was violated by Napoleon III. during the Civil War.

JOHN QUINCY ADAMS'S ADMINISTRATION. (ONE TERM,  
1825-1829.)

**What to Teach :** The Erie Canal ; Breaking Ground for the First Passenger Railroad in America ; The First Successful Temperance Society.

### I. REFERENCES.

Richardson, pp. 358-361 ; Coffin's Building the Nation, pp. 246-250 ; Montgomery, pp. 229-234 ; Taylor's Model History, pp. 190-198 ; Eliot, pp. 360-362 ; Higginson's Young Folks, pp. 259-262 ; Johnston's American Politics, pp. 96-101.

### II. SPECIAL TOPICS.

Growth of the Country, Johnston, p. 151 ; The Erie Canal, Montgomery, pp. 229-231 ; The First American Locomotive, Montgomery, p. 232 ; De Witt Clinton, Smith's Famous Americans, pp. 75-77.

### III. OUTSIDE READINGS.

**History :** The Progress of Temperance, Coffin's Building the Nation, pp. 271-281 ; George Stephenson and the Locomotive, Hale's Stories of Invention, pp. 193-219 ; Appleton's Cyclopædia of American Biography, I., pp. 24-28 ; George Stephenson, the Inventor of the Railway Locomotive, Towle's Heroes and Martyrs, pp. 141-151.

**Biography :** J. Q. Adams, Frost's Lives of the Presi-

dents, pp. 139-186; LaFayette (Lee & Shepard's Daring Deeds Series).

**Poem:** Birthday of Daniel Webster, Holmes.

**Oratory:** Webster's Bunker Hill Monument Oration, Teft's Webster and His Masterpieces, II., pp. 157-179; Webster's Oration on Death of Adams and Jefferson, Teft's Webster and His Masterpieces, II., pp. 183-225; Adams and Jefferson, Union Speaker, p. 113.

#### IV. SUGGESTIVE NOTES.

Clinton's Big Ditch is one of those giant industrial agencies whose influence upon the commercial development of the United States is not easily estimated. By discussing such questions in their various relations pupils will develop real mental strength and will be stimulated and trained to think about the great social and economic problems that they must in time help to solve. They will keenly enjoy this work, because it brings them in touch with life outside the school-room. The railroad and the first successful temperance society are in the same way associated with those larger social interests which boys and girls should feel a personal interest in. They are receiving a liberal education when their intellectual and spiritual horizon is widened and they begin to realize that they have a measure of responsibility in determining what shall be the changes wrought in the complex economic organization of the present. One of the pleasing results of teaching history comes from the perceptible growth of

pupils as an outcome of such discussions as we have suggested. This work is in the highest sense practical, as we know from experience, and shows the absurdity of the position taken by those who regard history as a mere matter of reading and memoriter recitation.

ANDREW JACKSON'S ADMINISTRATION. (TWO TERMS,  
1829-1837.)

**What to Teach:** President Jackson and the Civil Service; William Lloyd Garrison and the Anti-Slavery Movement; The Abolitionists; The Tariff; John C. Calhoun and Nullification; Webster and the Union; Henry Clay, the Great Peacemaker; Extension of the Railroad; The Cherokees and Seminoles; The United States Bank.

I. REFERENCES

Richardson, pp. 345, 358-361, 363, 364; Scudder, pp. 93, 94, 309-313, 329-334; Coffin's Building the Nation, pp. 246-250; Champlin, pp. 12-16; Wright's American Progress, pp. 191-196, 199-208; Eggleston's United States, pp. 271-275; Higginson's Young Folks, pp. 259-265; Anderson, pp. 268-272; Montgomery, pp. 234-246; Johnston, pp. 153, 154.

II. SPECIAL TOPICS.

Character of Andrew Jackson, Eggleston's First Book, pp. 153-161, Barnes, pp. 418, 419; Effects of the Railroad, Johnston, p. 154; Benjamin Lundy and William



Lloyd Garrison, *Coffin's Building the Nation*, pp. 286, 287; *Colored School in New Haven*, *Coffin's Building the Nation*, pp. 288, 289; Prudence Crandall, *Coffin's Building the Nation*, pp. 289, 290; *The Slave Trade*, Richardson, pp. 406, 407; *Slavery in the Constitution*, Richardson, pp. 407, 408; *Extravagance of the Planters*, Richardson, pp. 409, 410; *Three Classes in the South*, Richardson, p. 412; *The First Abolitionist*, Richardson, p. 413; William Lloyd Garrison and Lovejoy, Richardson, pp. 413, 414; *The Planters' Side*, Richardson, p. 415; *Osceola*, Wright's *American Progress*, pp. 199-208; *Frost's Mill Boy of the Slashes*, Bolton's *Famous American Statesmen*, pp. 230-233; *Jackson's Influence*, Johnston, p. 163; *The Boy Daniel Webster*, Bolton's *Famous American Statesmen*, pp. 179-181; William Lloyd Garrison, Smith's *Famous Americans*, pp. 252-257; Henry Clay, Smith's *Famous Americans*, pp. 78-82; Webster, Smith's *Famous Americans*, pp. 82-87; Calhoun, Smith's *Famous Americans*, pp. 90-95; Jackson, Smith's *Famous Americans*, pp. 156-160.

### III. OUTSIDE READINGS.

**History:** *The Story of Slavery*, Wright's *American Progress*, pp. 159-179; *The System of Slavery*, Scudder, pp. 319-329; *Stephenson and the Railroad*, Wright's *American Progress*, pp. 183-191; *The Story of the Railroad*, Wright's *American Progress*, pp. 179-199; Andrew Jackson, Eggleston's *First Book*, pp. 153-160; *Prejudice against Color*, *Coffin's Building the Nation*, pp. 282-

290; Beginning of a Great Movement, Coffin's Building the Nation, pp. 305-313; Eggleston's Cyclopædia of American Biography, III., pp. 373-384; Old Hickory, Higginson's United States, pp. 431-455; Andrew Jackson, Bolton's Famous American Statesmen, pp. 133-176; Daniel Webster, Bolton's Famous American Statesmen, pp. 177-229; Henry Clay, Bolton's Famous American Statesmen, pp. 230-267; Hayne and Nullification, Daniel Webster, Lodge's Daniel Webster, pp. 154-205; Nullification, Sumner's Andrew Jackson, pp. 207-224; The Bank, Sumner's Andrew Jackson, pp. 224-250; The African Slave-trade (1708-1764), Weeden's Economic and Social History of New England, pp. 449-472; The Youth of Webster, Teft's Webster and his Masterpieces, I., pp. 29-47.

**Biography:** Andrew Jackson (Lee & Shepard's Old Rough and Ready Series); Henry Clay (same series); Daniel Webster (same series); Life and Times of Wendell Phillips (Lee & Shepard).

**Poetry:** The Seminole's Reply, Patten, Union Speaker, pp. 261, 262.

**Oratory:** Webster's Reply to Hayne, Teft's Webster and His Masterpieces, II., pp. 325-416; His Reply to Calhoun, "The Constitution not a Compact," Teft's Webster and His Masterpieces, II., pp. 419-485; Calhoun or. Nullification, Johnston's American Orations, I., pp. 196-212; Hayne and Webster, Johnston's American Orations, I., pp. 196-229.

## IV. SUGGESTIVE NOTES.

~We cannot here comment upon the unique personality of Andrew Jackson, who was a strange compound of strength and weakness. He was the first president to apply in national politics the maxim that "to the victor belong the spoils." This topic should be connected with the present agitation for civil service reform in this country. It seems to us that pupils should understand, in so far as they can at their age, what civil service reform means. The tariff is another of those vital questions of the day. Its connection with "State Rights and Nullification," and with the great debate between Webster and Hayne, makes it of special interest in Jackson's administration. If a part of the class will represent South Carolina planters and the rest New England manufacturers, a live debate will be the result among bright pupils. We again caution teachers against too much freedom in expressing their opinions and prejudices. Such expression deprives pupils of the invigorating stimulus that comes from original investigation. Teachers may well withhold their own views until the pupils have been given an opportunity to do, in their simple way of course, some thinking for themselves. Henry Clay, "the peacemaker," John C. Calhoun, the exponent of slavery, and Daniel Webster, the distinguished teacher of nationality and union, were a remarkable trio of great statesmen, whose biographies deserve to be read by all Americans. The heroic struggle

made by William Lloyd Garrison, Benjamin Lundy, John Quincy Adams, Wendell Phillips, John G. Whittier, and other large-hearted abolitionists who sacrificed reputation, worldly fortune, and personal friendships in behalf of the slave, opened at this time a new chapter in the slavery question. In our special topics we introduce the "Colored School in New Haven," "Prudence Crandall," a reference to the mobbing of William Lloyd Garrison in Boston, and the murder of Lovejoy in Illinois, to indicate the feelings in the North toward slavery at this time. This feeling in the North within less than thirty years from the attack on Sumter points out the phenomenal achievement of the few despised "fanatical" (?) abolitionists in moulding public sentiment. These men and women, a mere handful for many gloomy, trying years, accomplished a truly wonderful work. We suggest that only a little be attempted on the "United States Bank," a topic presenting great difficulties to young minds.

It may be thought that we give undue prominence to Jackson's administrations by using so many special topics and outside readings. Some of these on slavery, however, might be considered a little later. We put them here because we think it just as well to take them up in connection with the organization of the anti-slavery society and the beginning of the abolition movement.

The works of Charles Sumner furnish invaluable reading for both teacher and pupil on the slavery question.

MARTIN VAN BUREN'S ADMINISTRATION. (ONE TERM,  
1837-1841.)

**What to Teach:** The Rise of the Mormons; Their Emigration (later) to Utah, and what They have Accomplished there; Immigration into the United States from Europe.

I. REFERENCES.

Montgomery, pp. 246-251; Coffin's Building the Nation, pp. 440-449 (Mormons); Johnston, pp. 164-167; Losing, pp. 470-473.

II. SPECIAL TOPICS.

Joseph Smith, Barnes's Brief, p. 183, note; Brigham Young, Thalheimer's Eclectic, pp. 259, 260; Appleton's Cyclopædia American Biography, VI., p. 645; Rebellion in Canada, Ellis, II., pp. 333, 334.

III. OUTSIDE READINGS.

**History:** "The Old Man Eloquent," Morse's John Quincy Adams, pp. 226-309.

**Biography:** Van Buren, Frost's Lives of the Presidents, pp. 257-270.

**Oratory:** Wendell Phillips on the Murder of Lovejoy, Johnston's American Orations, II., pp. 33-46.

IV. SUGGESTIVE NOTES.

The spirit of our suggestive notes on the Erie Canal and the railroad may be applied to the topics in this administration. Immigration in 1840-1850 should be

connected with Chinese immigration in Cleveland's administration, and foreign immigration in general in the last decade of the nineteenth century.

HARRISON AND TYLER'S ADMINISTRATIONS. (ONE TERM,  
1841-1845.)

**What to Teach:** Morse and the Electric Telegraph;  
The Annexation of Texas.

#### I. REFERENCES.

Richardson, pp. 372-374; Wright's American Progress, pp. 241-249; Coffin's Building the Nation, pp. 291-296; Scudder, pp. 334-339; Montgomery, pp. 251-256.

#### II. SPECIAL TOPICS.

Morse and the Telegraph, Eggleston's First Book, pp. 161-165; How the Telegraph Became Successful, Eggleston's First Book, pp. 166-170; The First Telegraph, Sheldon-Barnes, p. 252; S. F. B. Morse, Smith's Famous Americans, pp. 16-20.

#### III. OUTSIDE READINGS.

**History:** The North-west Boundary, Wright's American Progress, pp. 268-278; The Annexation of Texas, Wright's American Progress, pp. 229-247; The Story of the Telegraph, Wright's American Progress, pp. 209-229; Hale's Stories of Invention; Texas, Coffin's Building the Nation, pp. 291-300; Elias Howe and the Sewing Machine, Towle's Heroes and Martyrs, pp. 180-190.

**Biography:** Wm. H. Harrison, Frost's Lives of the Presidents, pp. 271-304.

JAMES K. POLK'S ADMINISTRATION. (ONE TERM,  
1845-1849.)

**What to Teach:** Dr. Whitman and Oregon; "Fifty-Four-Forty or Fight!" The Treaty with England; Attitude of the North and the South toward the Mexican War; Causes of the War; How the War Began; The Character of the Struggle, and a Comparison between the American and the Mexican Soldiers; Results of the War; Discovery of Gold in California, and Results.

#### I. REFERENCES.

Scudder, pp. 335-339; Wright's American Progress, pp. 242-247, 289-298; Higginson's Young Folks, pp. 271-274; Coffin's Building the Nation, pp. 359-362; Richardson, pp. 375-377, 397-401; Montgomery, pp. 256-259, 263-265.

#### II. SPECIAL TOPICS.

Dr. Whitman, Montgomery, pp. 257, 258; California and the Russians, Coffin's Building the Nation, pp. 353-355; Fremont and California, Coffin's Building the Nation, pp. 355-357.

#### III. OUTSIDE READINGS.

**History:** The North-west Boundary, Wright's American Progress, pp. 268-278; Discovery of Gold, Wright's American Progress, pp. 279-299; *Century*, November, 1890, and

Subsequent Numbers; War with Mexico, Richardson, 378-396, and Coffin's Building the Nation, pp. 314-350; California, Coffin's Building the Nation, pp. 353-362; Oregon, Coffin's Building the Nation, pp. 363-386; Grant's Memoirs, I. discusses the following topics in the Mexican War:—

Causes of the War, pp. 47, 54, 58, 68; Injustice of the War, pp. 53, 55; Smuggling under Spanish Rule, pp. 65-67; Army of Occupation, pp. 67-83; General Taylor's Army from Resaca de la Palma to the Surrender of Monterey, pp. 92-118; Political Intrigue, pp. 119-123, 172-174; Gen. Taylor at Buena Vista, p. 123; Gen. Scott at Vera Cruz, pp. 124-134; Capture of the City of Mexico, pp. 140-164; Negotiation and Treaty of Peace, pp. 147-149, 172, 192. Exploration of the North-west Coast and Hudson Bay, D'Anvers's Heroes of American Discovery, pp. 200-220; Gen. Zacharay Taylor (Lee & Shepard's Rough and Ready Series).

**Fiction:** "Golden Days of '49," Munroe.

**Poetry:** The Crisis, Whittier; The Angels of Buena Vista, Whittier; The Martyr of Monterey, Whittier; The Biglow Papers (For Teachers), Lowell; Stanzas for the Times, Whittier; To Faneuil Hall, Whittier; The White Slaves (For Teachers), Proctor.

**Biography:** Mrs. Polk, Gordon's Lady Washington to Mrs. Cleveland, pp. 207-237; Polk, Frost's Lives of the Presidents, pp. 323-354.



## IV. SUGGESTIVE NOTES.

Whatever may have been the ostensible causes, the real cause of the Mexican War was slavery. The slave-holding planter desired new territory for the extension of his pet system, and to secure such extension he was willing to wage an unjust war against a neighboring country too weak to offer a successful resistance. The attitude of this country toward Mexico in annexing Texas, and in inventing miserable subterfuges as a pretext for hostilities, was unworthy of a high civilization. The Mexican troops were no match for those of the United States, and were disastrously beaten even in battles where their numbers seemed overwhelming. Among the reasons accounting for this were the inferior intelligence and organization of the Mexican Army. We recommend that only the opening engagements of this war be taught. The results were of the highest importance, and so was the discovery of gold in the territory acquired by the treaty of peace.

TAYLOR AND FILLMORE'S ADMINISTRATION. (ONE TERM,  
1849-1853.)

**What to Teach:** The Question of the Extension of Slavery; The Compromise of 1850; The Fugitive Slave Law and its Results; The Underground Railroad.

## I. REFERENCES.

Montgomery, pp. 265-269; Barnes's Brief, p. 193; Taylor's Model History, pp. 231-235; Eliot, pp. 396-399;

Johnston, pp. 183-186; Ellis, II., pp. 362-367; Coffin's Building the Nation, pp. 387-391.

## II. SPECIAL TOPICS.

Slave Trade, McMaster, II., pp. 15-18; Slave Laws, McMaster, II., pp. 19, 20; Kidnapping, Coffin's Building the Nation, p. 399; The Underground Railroad, Coffin's Building the Nation, p. 248; Beginning of Underground Railroad, Coffin's Building the Nation, pp. 419-421; Aunt Rachel's Escape, Coffin's Building the Nation, pp. 421-422.

## III. OUTSIDE READINGS.

**History:** Slavery and Politics, Scudder, pp. 324-329; Annexation of Texas, Scudder, pp. 334-339; The Approaching Conflict, Scudder, pp. 369-374; Prejudice against Color, Coffin's Building the Nation, pp. 282-291; Beginning of a Great Movement, Coffin's Building the Nation, pp. 305-314; Compromise of 1850, Coffin's Building the Nation, pp. 387-399; Enforcement of Fugitive Slave Law, Coffin's Building the Nation, pp. 399-407; The Underground Railroad, Coffin's Building the Nation, pp. 418-425; Slavery in the United States, Richardson, pp. 403-409; Effects of Slavery, Richardson, pp. 409-412; A New Party, Richardson, pp. 413-416; Fugitive Slave Law, Richardson, pp. 417-420; Life in the South, McMaster, II., pp. 7-15; The North and the South, Scudder's Short History, pp. 173-181; Compromise of 1850, Schurz's Henry Clay, II., pp. 315-373; Closing Period of Web-

ster's Life, Teft's Webster and His Masterpieces, I., pp. 422-466; The Free Negroes of North Carolina, *Atlantic Monthly*, January, 1886.

**Biography:** Taylor, Frost's Lives of Presidents, pp. 355-386; Fillmore, Frost's Lives of Presidents, pp. 387-392.

**Poetry:** The Slave Ships, Whittier; Our Countrymen in Chains, Whittier; Astrea at the Capitol, Whittier; The Farewell (A Virginia slave-mother to her daughter sold into bondage), Whittier; The Slave's Dream, Longfellow; The Slave and the Dismal Swamp, Longfellow; The Negro's Complaint (Cowper), Union Speaker, pp. 257, 258; Slavery (Cowper), Union Speaker, pp. 259-261; The African Chief (Bryant), pp. 294-296.

**Fiction:** Uncle Remus, Harris; Uncle Tom's Cabin, Stowe; Minister's Wooing, Stowe.

**Oratory:** Webster's Oration on the Compromises of the Constitution, Teft's Webster and His Masterpieces, II., pp. 489-536; His Oration on the Admission of California (a hard blow at secession); Henry Clay on the Compromises of 1850, Johnston's American Orations, II., pp. 118-135; Wendell Phillips on the Philosophy of the Abolition Movement, Johnston's American Orations, II., pp. 135-183.

FRANKLIN PIERCE'S ADMINISTRATION. (ONE TERM,  
1853-1857.)

**What to Teach:** Commodore Perry and Japan; The Kansas-Nebraska Bill and Squatter Sovereignty; Civil War in Kansas; Assault on Charles Sumner.

I. REFERENCES.

Johnston, pp. 274-277; Scudder, pp. 369-371; Richardson, pp. 421-425; Coffin's Building the Nation, pp. 407-412; Montgomery, pp. 270-274; Barnes's Brief, p. 194, with note; Taylor's Model History, pp. 235-240; Eliot, pp. 400-404; Ellis, II., pp. 368-375.

II. SPECIAL TOPICS.

Assault on Charles Sumner, Nicolay and Hay's Lincoln; The Boy Sumner, Bolton's Famous American Statesmen, pp. 269-272; Charles Sumner, Smith's Famous Americans, pp. 131-135.

III. OUTSIDE READINGS.

**History:** Kansas, Coffin's Building the Nation, pp. 407-418; Kansas Struggle, Richardson, pp. 426-430; Johnston's American Politics, pp. 158-169; Lalor's Cyclopædia, I., pp. 85-87.

**Biography:** Pierce, Frost's Lives of the Presidents, pp. 393-404.

**Poem:** The Kansas Emigrants, Whittier.

**Oratory:** Chase on the Kansas and Nebraska Bill, Johnston's American Orations, II., pp. 183-212; Charles Sumner on same, pp. 212-218; Stephen A. Douglas on same, pp. 218-256; Charles Sumner on Crime against Kansas, pp. 256-289; Preston S. Brooks on Sumner Assault, pp. 289-297; Anson Burlingame in Defence of Massachusetts, pp. 297-307.

#### IV. SUGGESTIVE NOTES.

The slavery struggle, as indicated in "Civil War in Kansas" and the "Assault on Sumner," was very bitter in this administration. The teacher must not let slavery overshadow "Commodore Perry and Japan", however.

#### JAMES BUCHANAN'S ADMINISTRATION. (ONE TERM, 1857-1861.)

**What to Teach:** The Dred Scott Decision and its Results at the North; John Brown's Raid; Political Parties and the Election of Lincoln; South Carolina; Secession of six other Southern States and the Organization of the Confederacy; Seizure of National Property and Firing on the Star of the West.

#### I. REFERENCES.

Richardson, pp. 426-430, 432, 433, 583-585; Coffin's Building the Nation, pp. 460-467; Butterworth, pp. 380-387; Higginson's Young Folks, pp. 286, 287; Scudder, pp. 370-374; Montgomery, pp. 275-284; Ellis, II., pp. 383, 384; Coffin's Building the Nation, pp. 460-467.

## II. SPECIAL TOPICS.

Sectional Division and Feeling in the South, Johnston, pp. 289-290; The Secessionists and Arguments for Secession, Johnston, p. 293; Feeling in the North, Johnston, p. 290; South Carolina and Secession, Champlin, p. 33; Buchanan, Champlin, pp. 34, 35; Lincoln's Character, Coffin's Building the Nation, p. 470, Richardson, pp. 432, 433; Lincoln on the Way to Washington, Richardson, p. 436; King Cotton, Champlin, p. 77; Effect of John Brown's Raid in Virginia, Sheldon-Barnes, p. 307; Execution of John Brown, Richardson, pp. 430, 431; Early Years of Lincoln, Coffin's Drum-Beat, pp. 23, 24; State Rights and the Dartmouth College Case, Coffin's Drum-Beat, pp. 11, 12; John Brown, Smith's Famous Americans, pp. 261-263.

## III. OUTSIDE READINGS.

**History:** Abraham Lincoln, Eggleston's First Book, pp. 177-180; Lincoln's First Inaugural Address, in Old South Leaflets; Secession and the Formation of the Confederacy, Sheldon-Barnes, pp. 314-325; The Election of Abraham Lincoln, Coffin's Building the Nation, pp. 468-475; John Brown, Appleton's Cyclopædia American Biography, I., pp. 404-407; Morris's Half Hours, II., pp. 363-373; Champlin's Cyclopædia Persons and Places, pp. 475, 476; The Election of 1860, Lowell's Political Essays, pp. 45-74; The Rebellion, Causes and Consequences, Lowell's Political Essays, pp. 118-152; Mr.

Buchanan and the Union, Lowell's Political Essays, pp. 45-74.

**Biography:** Nicolay and Hay's Lincoln, opening chapters; Sanborn's John Brown, pp. 31-52, 519-620; Charles Sumner, Bolton's Famous American Statesmen, pp. 268-306; Buchanan, Frost's Lives of the Presidents, pp. 405-426; Lincoln, Frost's Lives of Presidents, pp. 427-460.

**Poem:** Brown of Ossawatimie, Whittier.

**Oratory:** Breckinridge on the Dred Scott Decision, Johnston's American Orations, III., pp. 28-43; Wm. H. Seward on the Irrepressible Conflict, III., pp. 43-59; *On Secession:* Border State Opinion (Anti-coercion), Clingman, III., pp. 68-72; Border State Opinion (Unionist), Crittenden, III., pp. 72-76; Secessionist Opinion, Iverson, III., pp. 76-87; Secessionist Opinion, Toombs, III., pp. 87-105; Radical Republican, Thaddeus Stevens, III., 110-117.

#### IV. SUGGESTIVE NOTES.

Geographic conditions in the United States were largely instrumental in bringing on the Civil War. In speaking of Virginia we referred to the influence of tobacco in establishing slavery. Cotton was equally responsible for its extension. Wherever these great staples could be profitably cultivated, there slavery flourished. Mason & Dixon's Line and the Ohio River were the natural boundaries between the territory adapted to slave-labor and the less productive soil of the North. Up to the time of the purchase

of Louisiana this natural limit was tacitly accepted. But when the tide of emigration passed west of the Mississippi, and Missouri (in the new territory) applied for admission into the Union, the slavery question startled the people "like a fire-bell in the night." This was the beginning of the "irrepressible conflict" which, with cessation of hostilities here and there, continued until the appeal to arms in 1861.

From 1820 on, the slave-holding fraternity saw that their stronghold was in the Senate, because the population of the free States more and more outnumbered that of the slave States. Among the causes for this was the refusal of immigration to seek a home in territory where labor was a badge of inferiority and degradation. If, however, the slave States could be kept equal in number with the free, the institution would be safe in the hands of the Senate. By forming new States in the South to balance new ones in the North, the two sections were carefully kept in equilibrium until 1845, when Texas was admitted. The hosts of immigrants that poured into Northern territory between 1840 and 1850 largely increased the political power of the North, and made the slaveholders of the South correspondingly jealous of what they claimed to be their rights. The outcome was the Compromise of 1850, by which the slavery legislation of 1820 was annulled as unconstitutional, and the provision made that in all territory obtained from Mexico—except California—the issue of slavery should be left with the people. But the



slave-owners did not gain from the territory secured by the Mexican War the number of slave States they had expected. In the event of failure to make Kansas a slave State they foresaw that they must add to the Union Cuba, or some other territory south of Mexico and adapted to slavery, or, failing in this, reopen the slave-trade with Africa.

Before 1860 the African slave-trade had been revived in the South, and had assumed large proportions. The Southern newspapers openly advertised this nefarious business. We quote from Alexander Johnston's able article in Lalor's *Cyclopædia*, III., p. 733: "According to the *Evening Post* of New York City, eighty-five vessels were fitted out from that port for the slave-trade during eighteen months of 1859-1860, the names of the vessels being given; and another newspaper of the same city estimated the cargoes introduced by these New York vessels alone at from thirty thousand to sixty thousand negroes annually."

An interesting illustration of the influence of physiography is to be found in the attitude of the mountain whites toward the Civil War. "The highland district of the Appalachians," says Professor Shaler, to whose writings we refer for an ample discussion, "occupies about one-tenth of the South which is fitted to agriculture." This region was "by the roughness of its surface and the peculiarities of its climate essentially unfit for plantations where the crops should be tilled by negro labor," and probably contains people who never saw a negro. This

mountainous area contributed greatly to the success of the Union cause in the late war by furnishing one hundred thousand soldiers to Northern armies.

The weak, timid character of President Buchanan permitted the Southern leaders to make great headway in their warlike preparations during his administration. Our readers will naturally revert to Andrew Jackson's firmness toward the South Carolina nullifiers in 1833. "The Union! It must and shall be preserved! Send for General Scott!" he loyally exclaimed. Had a man of Andrew Jackson's stamp been president in 1857-1861, history would not have to record a Civil War of four-years' duration.

The preliminary events should be very carefully studied. Of course it will be clearly brought out that Slavery, State Rights, and Secession were the real causes of the Civil War.

The character of the South before the Civil War is ably discussed in Trent's William Gilmore Simms, pp. 19-43 (American Men of Letters), and in Shaler's Peculiarities of the South, *North American*, October, 1890. We refer the teacher to the Comte de Paris's History of the Civil War, I., pp. 76-89, for suggestive comments on Slavery, and to Draper's Civil War in America, I., pp. 17-62, 89-125, 253-256, 292-310, for valuable suggestions on the influence of geographic conditions upon the growth of antagonism between the North and the South.

**ABRAHAM LINCOLN AND THE CIVIL WAR**

ABRAHAM LINCOLN'S ADMINISTRATION. (ONE TERM,  
1861-1865.)

*Outline of the War.*

*a.* Preliminary Events.

*b.* Defence of Washington and Capture of Richmond: I., Bull Run (1861); II., Peninsular Campaign, together with Antietam and Gettysburg (1862-63); III., Grant's Campaigns (1864-65).

*c.* The Blockade and Foreign Relations.

*d.* The Opening of the Mississippi: I., Fort Henry and Fort Donelson (1862); II., Shiloh (1862); III., New Orleans (1862); IV., Vicksburg (1863).

*e.* The Negro Contraband and Emancipation: I., Emancipation Proclamation; II., Negro Soldiers and Exchange of Prisoners; III., Prison Life in the South; IV., The Draft.

*f.* Sherman's Campaign in Georgia (1864): I., Advance upon and Capture of Atlanta; II., March to the Sea.

*g.* Closing Events of the War (1865).

**IV. SUGGESTIVE NOTES.**

We have given an outline of all that we think it wise to teach grammar-school pupils on the Civil War. A thoughtful examination of this outline will show that the

teaching that we have suggested is very simple. From the beginning of their study of the war pupils should refer to the outline, but it will mean more to them on review work. *b* and *d* show that a large number of the great battles were fought in the attempts of the North to defend Washington or capture Richmond, and to open the Mississippi. Not until the opening of 1862 was a plan of operations made by the North, and then it was threefold: 1. To capture Richmond; 2. To open the Mississippi; 3. To blockade Southern ports. In 1864 a fourth feature was added in Sherman's Campaign in Georgia.

In no case should details of battles or military manoeuvres be committed to memory. Whenever we refer to a battle for class recitation we have in mind its causes, its results, and the part it played in certain far-reaching movements. Any striking feature of the battle may be referred to, but the men engaged, the strategic movements made, and so forth, should, as a rule, be left entirely out of account.

### *A. Preliminary Events.*

**What to Teach:** The Surrender of Fort Sumter; Lincoln's Call for Volunteers and the Rising of the North; Secession of Four more States; Condition of the North and of the South with Respect to the War.

### I. REFERENCES.

Richardson, pp. 436-443; Barnes, pp. 483-488; Champlin, pp. 38-43; Montgomery, pp. 285-291; Coffin's

Drum-Beat, pp. 23-48; Johnston, 198-204; Anderson, pp. 300-303; Eliot, pp. 405-419; Scudder, pp. 375-383.

## II. SPECIAL TOPICS.

The Mob in Baltimore, Richardson, p. 444; Condition of the North and South, Montgomery, p. 290; Feeling in the South at the Opening of the War, Coffin's Drum-Beat, pp. 28-31; State Rights, Richardson, pp. 434, 435; Death of Ellsworth, Richardson, pp. 450, 451; Stories of Lincoln, Sheldon-Barnes, pp. 365-367.

## III. OUTSIDE READINGS.

**History:** The First Shot and Call to Arms, Barnes, pp. 325-330; A Virginia Girl in the First Year of the War, *Century*, August, 1885; Recollections of a Private, *Century*, November, 1884; Inside the White House in War Times, Stoddard; Fort Sumter, Comte de Paris's Civil War, I., pp. 133-172; Charleston, the Home of Secession, as a Slave Mart, Coffin's Freedom Triumphant, pp. 354-376; Causes and Beginning of the War, Coffin's Drum-Beat, pp. 1-85; The First Great Battle, Coffin's Drum-Beat, pp. 86-104; Ellis, III., pp. 1-21; Morris's Half Hours, II., pp. 372-383.

**Poetry:** A Voice of the Loyal North, Holmes; Voyage of the Good Ship Union, Holmes; One Country, Holmes.

**Oratory:** Alexander Stephens's Corner-stone Address, American Orations, III., pp. 164-176; Henry Ward Beecher's Address on the Raising of the Flag over the

Ruins of Fort Sumter, Old South Leaflets; Lincoln's First Inaugural Address, *American Orations*, III., pp. 141-157; Jefferson Davis's Inaugural Address, *American Orations*, III., pp. 157-164.

#### IV. SUGGESTIVE NOTES.

In this great struggle the North had the following advantages over the South: 1. A population of twenty-three millions, while the seceded States had but nine millions, three and a half millions of whom were slaves. 2. All sorts of factories, which enabled it to furnish the necessary military supplies to its soldiers. 3. A navy that gave it command of the sea, while the South, having practically bent all its energies to the cultivation of cotton, sugar, rice, and tobacco, had few sailors and no navy. Its extensive sea-coast was therefore open to attack from Northern war-vessels. It is important to remember, however, that the South, fighting on the defensive, on its own soil, needed fewer soldiers. In most battles it could select its own position behind breastworks, and could fight near its base of supplies.<sup>1</sup> It also required many Northern troops to garrison strategic points that had been captured in the South; so that before the war had closed a large percentage of the Union soldiers were guarding subjugated territory.

Alexander Johnston's articles on Secession and State

<sup>1</sup> Gettysburg is a noteworthy exception. The Southern Army, far from its base of supplies, was the attacking party here, and was badly defeated.

Sovereignty in Lator's Cyclopædia, III., pp. 693-702, and 788-800, we heartily commend to teachers. We regret that we cannot here discuss these topics as connected with the Kentucky and Virginia Resolutions of 1798-99, New England's attitude toward the War of 1812, Nullification, and so forth. The "slave power" really included only about two hundred thousand slave-owners (see Alexander Johnston, Lator's Cyclopædia, III., p. 734), and it is by no means clear that the majority of the Southern people, in several of the seceding States, were, at the time their States formally seceded, in favor of leaving the Union.

Teachers will do well to read in Draper's Civil War in America the following: Secession in South Carolina, pp. 508-527; Establishment of the Confederate Government, pp. 528-539; the Last Days of President Buchanan's Administration, pp. 540-567.

*B. Defence of Washington and Capture of Richmond.*

**What to Teach:** I. The Battle of Bull Run and its Results (1861).

I. REFERENCES.

Champlin, pp. 93-103; Barnès, pp. 490-492; Richardson, pp. 457-461; Montgomery, pp. 292, 293; Coffin's Drum-Beat, pp. 86-103; Eliot, pp. 428-430; Ellis, III., pp. 31-39.

## II. SPECIAL TOPICS.

Contraband Goods, Coffin's Drum-Beat, p. 77; Contraband Goods, Champlin, p. 80; Kites, Champlin, pp. 82, 83; Feeling in England toward the North and South, Coffin's Drum-Beat, pp. 105-107.

## III. OUTSIDE READINGS.

**History:** Comte de Paris's Civil War, I., pp. 218-259; The Border State Men of the Civil War, *Atlantic Monthly*, March, 1892; The Mustering and the Men who made the Southern Army, A Rebel's Recollections, pp. 1-56; The Temper of Southern Women, same book, pp. 56-77.

## IV. SUGGESTIVE NOTES.

Northern people were deeply incensed against England for her undisguised pleasure at the outcome of Bull Run. England's comments upon the "cowardly Yankees" and "brave men of the South" were galling to Northern pride. It is well understood, however, that the victory reacted in favor of the North.

If teachers desire to study military details they will find "Battles and Leaders of the Civil War" very helpful. Teachers will find highly suggestive matter in Comte de Paris's Civil War, Vol. I., as follows: Confederate Volunteers, pp. 90-106; The Federal Volunteers, pp. 172-196; Rivers and Railways, pp. 197-217.



*C. The Blockade and Foreign Relations.*

**What to Teach:** I. The Confederate War Vessels; Mason and Slidell and the Trent Affair (1861); The Merrimack and the Monitor (1862).

I. REFERENCES.

Merrimack and Monitor, Richardson, pp. 469-471, 479-482, 560, 561; Barnes, pp. 513-515; Champlin, pp. 231-239; Montgomery, pp. 294-296; Morris's Half Hours, II., pp. 385-392; Ellis, II., pp. 75-84; Coffin's Marching to Victory, pp. 20-26; Foreign Relations, Coffin's Marching to Victory, pp. 16-35, 330-332.

II. SPECIAL TOPICS.

Blockade Runners, Champlin, pp. 144, 145; England's Conduct, Anderson, pp. 306, 307; John Ericsson and the Monitor, Coffin's Drum-Beat, pp. 166, 167; The Power of Cotton, Coffin's Redeeming Republic, pp. 47, 48; The Monitor and Merrimack, Morris's Half Hours, II., pp. 383-392; John Ericsson, Smith's Famous Americans, pp. 8-13.

III. OUTSIDE READINGS.

**History:** Story of Merrimack and Monitor, A. Badeau, *St. Nicholas*, 14, Part 1, p. 435; Soley's Sailor Boys '61, pp. 62-87; The Blockade, Soley's Sailor Boys '61, pp. 300-313;

Semmes and the Confederate Cruisers, Soley's Sailor Boys '61, pp. 313-333; The Merrimack and Monitor, Old South Leaflets; England and the Civil War, McCarthy's History of Our Times; Hampton Roads, Comte de Paris's Civil War, I., pp. 591-629; The Blockade, Comte de Paris's Civil War, II., pp. 606-654; Ericsson (Headley's Young Folks' Heroes of the Rebellion).

#### IV. SUGGESTIVE NOTES.

Our foreign relations during the Civil War are full of interest. When Jefferson Davis said, "Cotton is King," he doubtless thought England's money and friendship could be secured thereby. But from the beginning of the struggle the North was determined to blockade the South so effectually that the latter could not send cotton to England, nor receive much-needed supplies for its soldiers and homes. In the end, as the world knows, the South was forced to give up the struggle by a lack of the very supplies that cotton alone could procure; in other words, the Confederacy was starved into submission by the blockade. It was to break this blockade that the Merrimack was built. Ericsson's "cheese-box on a raft" perhaps saved the Union; for, without the stubborn opposition from this little hero, the giant Merrimack must have broken the blockade, laid under contribution Northern ports, and thus have given England and France the desired opportunity to recognize the Confederacy. Such recognition would, in all probability, have led to the success of Southern arms. This

famous duel revolutionized naval warfare, and merits close attention.

The notorious Semmes played serious havoc with the merchant marine of the North. But his prominent place in the history of the Rebellion is largely due to his connection with the famous cruiser Alabama. This vessel was built with English money in an English port, was manned for the most part by an English crew, carried English guns managed by English gunners, and hoisted an English flag. In a word, she was, with the exception of her officers, practically an English vessel, built for the special purpose of destroying Northern commerce. Charles Francis Adams, our able minister to England at that time, protested, but in vain. The English Government did not disguise its contempt for the wishes of the North, as expressed in the warm but dignified correspondence of Mr. Adams. The United States, weakened by civil discord, no longer commanded the respect of the English Government. At last Mr. Adams said, in effect, "We are too busy now to demand justice and satisfaction; but the time will come when *we will be heard*." That time came later in the settlement of the Alabama claims, in accordance with the Geneva Award (for which, see Lalor's Cyclopedia, II., pp. 331-333.)

Mr. Gladstone declared that Jefferson Davis had created a navy. Says Justin McCarthy's History of Our Own Times, in the chapter on the Civil War in America, "The English ship-builders made the navy; Mr. Davis only or-

dered it and paid for it. Only seven Confederate privateers were really formidable to the United States, and of these five were built in British dockyards." We also refer the teacher to the chapter on the settlement of the Alabama claims, to be found in the same book.

Later in the war England again planned to build vessels for the Southern navy. Finally, on hearing that one of these iron-clads was about to sail on its hostile errand Mr. Adams, with patience worn threadbare, wrote to Lord John Russell, England's representative in the matter, "It would be superfluous in me to point out to your lordship that this is war." *The vessel did not sail.*

France was equally hostile to the North. Napoleon III. was anxious to witness the success of the Rebellion, and urged England to unite with France in acknowledging the independence of the South. He, too, with contemptible duplicity equal to that of Napoleon I. just before the War of 1812, allowed the most formidable Southern iron-clads to be built in France. One of these was finally launched, but did not reach the United States until the war was at an end. If it had, the results might have been disastrous to the Union cause. For a most interesting discussion of this subject we refer the teacher to Bigelow's *France and the Confederate Navy*, in which the author tells what came within the range of his own experience. "Maximilian and the French in Mexico" is another chapter in the "Foreign Relations," but this will be referred to in Johnson's administration.

Soley's Blockade and the Cruisers is valuable for teachers' reading.

**What to Teach:** II. Food Supplies in the South; England and King Cotton; Semmes and the Alabama (1862-1864); France and the Confederate Navy; Maximilian and Mexico.

### I. REFERENCES.

Barnes's Brief, pp. 267, 268; Anderson, pp. 305-307; Eliot, pp. 453, 456, 457, 461; Scudder, pp. 388, 389, 404; Barnes, pp. 581, 582; Champlin, pp. 402-404; Richardson, p. 561.

### II. SPECIAL TOPICS.

Fight of Alabama and Kearsarge, Coffin's Redeeming Republic, pp. 304-309.

### III. OUTSIDE READINGS.

**History:** France and the Confederate Navy, Cotton Famine in England, Coffin's Marching to Victory, pp. 114-124; The Alabama and the Kearsarge, Coffin's Redeeming Republic, pp. 228-311; Dodge's Bird's Eye View, pp. 31-35; Hague's A Blockaded Family, Life in Southern Alabama during the War.

**Oratory:** Beecher's Address at Liverpool in 1863, Johnston's American Orations, III., pp. 213-243; also in *Century*, 38, p. 240.

*D. Opening of the Mississippi.*

**What to Teach:** I. Capture of Ft. Henry and Ft. Donelson (1862).

## I. REFERENCES.

Richardson, pp. 472-477; Champlin, pp. 171-179; Barnes, pp. 495-498; Barnes's Brief, pp. 224, 225; Anderson, pp. 308-310.

## II. SPECIAL TOPICS.

Sharpshooters, Champlin, pp. 173, 174.

## III. OUTSIDE READINGS.

**History:** Grant's Memoirs, I., pp. 282-315; Loyalty of East Tennessee, Coffin's Marching to Victory, pp. 365-381; Guerilla Warfare in Kansas, Coffin's Marching to Victory, pp. 381-384.

## IV. SUGGESTIVE NOTES.

When "opening the Mississippi" is reached we recommend that all the topics connected with it be studied before any other part of the war is taken up again. As the capture of Vicksburg was made in 1863, this plan may interfere a little with chronology; but that can easily be remedied. In securing the Mississippi the North prevented the South from getting food and other supplies, and thus facilitated the "starvation" policy referred to a few pages back.

The remembrance of General Butler in New Orleans arouses indignation even now in the Crescent City. Pol-  
lard's Lost Cause in connection with this topic indicates the hostility of New Orleans people toward Butler when he was there. This book is worth reading, as being a fairly good history of the Civil War from a Southern standpoint. Written near the close of the struggle, by the editor of a Richmond newspaper, we very naturally look for some sectional bitterness. Of course it was difficult at that time to get at reliable statistics, etc. But Mr. Pol-  
lard's estimates of the policy of Jefferson Davis, of the commissariat of the Confederacy, of its financial policy, of its conscription methods, of Sherman in Georgia and Sheridan in the Shenandoah, are decidedly interesting.

**What to Teach:** II. Battle of Shiloh (1862).

#### I. REFERENCES.

Champlin, pp. 207-214; Barnes, pp. 499-501; Richardson, pp. 482-486; Barnes's Brief, pp. 225, 226, with note; Dodge's Bird's Eye View, pp. 42-48.

#### II. SPECIAL TOPICS.

Grant's Defence of Himself, Barnes, p. 502; After the Battle, Barnes, pp. 501, 502.

#### III. OUTSIDE READINGS.

**History:** Grant's Memoirs, I., pp. 330-370; The Battle of Shiloh, Coffin's Drum-Beat, pp. 236-277; Shiloh, Comte

de Paris's Civil War, I., pp. 515-562; Morris's Half Hours, II., pp. 407-426.

**What to Teach:** III. Capture of New Orleans (1862).

#### I. REFERENCES.

Richardson, pp. 489-493; Barnes, pp. 509-511; Champlin, pp. 218-225; Montgomery, pp. 299, 300; Soley's Sailor Boys '61, pp. 175-199; Barnes's Brief, pp. 230-232 with note.

#### II. SPECIAL TOPICS.

Butler in New Orleans, Richardson, pp. 493, 494.

#### III. OUTSIDE READINGS.

**History:** New Orleans, Comte de Paris's Civil War, pp. 149-180; New Orleans and Memphis, Coffin's Drum-Beat, pp. 218-235; Farragut on the Mississippi, Morris's Half Hours, II., pp. 426-436; Admiral Farragut (Headley's Young Folks' Heroes of the Rebellion).

**What to Teach:** IV. Capture of Vicksburg (1863).

#### I. REFERENCES.

Champlin, pp. 334-340; Bryant, IV., pp. 557-559; Richardson, pp. 518-520; Barnes, pp. 532-534; Montgomery, pp. 307-309; Barnes's Brief, pp. 244, 245; Eliot, pp. 445-447.



## II. SPECIAL TOPICS.

Domestic Life in the Confederacy, Sheldon-Barnes, p. 350; The Sanitary Commission, Sheldon-Barnes, pp. 351, 352; Running the Batteries, Barnes's Brief, p. 244, note.

## III. OUTSIDE READINGS.

**History:** A Woman's Diary of the Siege of Vicksburg, *Century*, September, 1885; Confederate Make-Shifts, *Harper's*, 3, 576; Domestic Life in the Confederacy, *Atlantic Monthly*, August, 1886; Twelve Months' Struggle at Vicksburg, Soley's Sailor Boys '61, pp. 199-246; Siege of Vicksburg, Grant's Memoirs, I., pp. 532-547; Vicksburg, Greeley's American Conflict, pp. 286-321; Work of Sanitary Commission, Coffin's Freedom Triumphant, pp. 205-233; The Siege of Vicksburg, Coffin's Marching to Victory, pp. 40-62, 283-307; Murfreesboro and Chickamauga, Coffin's Marching to Victory, pp. 385-420; Chattanooga, Coffin's Marching to Victory, pp. 420-455; The Cave-Dwellers of the Confederacy, *Atlantic Monthly*, November, 1891; Morris's Half Hours, II., pp. 436-452.

*B. Defence of Washington and Capture of Richmond.*

**What to Teach:** II. (a) *Outline* of McClellan's advance in Peninsular Campaign (1862); Viz., (1) Yorktown, Williamsburg, Seven Pines, and Fair Oaks; (2) Stonewall Jackson in the Shenandoah, Stuart's Raid; (3) The Seven Days' Battles, ending with Malvern Hill; McClellan's Dis-

agreement with Lincoln; Interference of Politicians; Why this Second Attempt upon Richmond failed.

### I. REFERENCES.

Champlin, p. 240; Richardson, pp. 495-499; Barnes, pp. 515-519; Bryant, IV., pp. 468-472; Dodge's Bird's Eye View, pp. 55-68; Barnes's Brief, pp. 235-240; Ellis, III., pp. 126-131.

### II. SPECIAL TOPICS.

Sharpshooters, Champlin, pp. 144, 145; Stonewall Jackson, Champlin, pp. 253, 254; Barnes, pp. 545, 546; War Balloons, Champlin, pp. 258, 259; Jeb Stuart, Champlin, pp. 260, 261; After the Battle of Williamsburg, Barnes, p. 518; Stuart's Raid, Champlin, pp. 261, 262; Malvern Hill, Champlin, pp. 268, 269.

### III. OUTSIDE READINGS.

**History:** The Peninsular Campaign, Coffin's Drum-Beat, pp. 236-277; The Peninsular Campaign, Greeley's American Conflict, pp. 107-171, Comte de Paris's Civil War, II., pp. 1-149; The Hour of Gloom for the Union, Coffin's Marching to Victory, pp. 1-15; Ellis, III., pp. 95-115.

**Fiction:** In Ole Virginia, Among the Camps, Two Little Confederates, Page.

### IV. SUGGESTIVE NOTES.

The "*Outline* of McClellan's Advance in Peninsular Campaign" means just that and nothing more. Did he

make a mistake by spending one month on a regular siege at Yorktown? Did he err in dividing his army in the face of the enemy near Richmond, putting his right wing on one side of the Chickahominy and his left on the other?<sup>1</sup> Did President Lincoln act wisely in refusing to send McDowell with the re-enforcements McClellan so earnestly desired? However these questions may be answered, the Napoleonic tactics of Stonewall Jackson, in whipping his enemy in detail in the Shenandoah Valley, led Lincoln to think Washington was in danger. McDowell was therefore kept within easy call. Stonewall Jackson in threatening Washington frightened Lincoln into preventing McDowell's joining McClellan. Stuart's raid, in which he rode entirely around McClellan's army and cut this general's communication with his base of supplies, compelled McClellan to retreat, in order to seek a new base. Right here it may be well to tell the class that it requires much executive ability to feed an army. If "line of communication" and "base of supplies" are made clear, many of the difficulties found in handling large armies will be understood. To establish the new base of supplies on the James River forced a retreat, during which the "Seven Days' Battles" were fought. We shall not comment upon the reasons for the outcome of this ill-starred campaign. If teachers wish to see both sides presented, they can find the one in Nicolay and Hay's *Life of Lincoln*, and the other in Mc-

<sup>1</sup> The Confederate Army took advantage of this division of the Northern army, and "Seven Pines" and "Fair Oaks" were fought.

Clellan's Own Story, and in his articles in the *Century Magazine*.

As at all times, politicians outnumbered statesmen. It is a very easy matter for men to confuse political partisanship with unselfish patriotism. If the politician had made himself less conspicuous all through the war, much blood and treasure would have been saved.

A Rebel's Recollections is one of the best books for teachers or pupils we have seen, if the inside workings of the Confederacy are under examination. "Confederate Money" and "Red Tape" are two of the best chapters. The dashing cavalry leader, "Jeb" Stuart, is well described in this book.

**What to Teach:** (*b*) Lee's First Invasion of the North; The Battle of Antietam and Its Results (1862).

#### I. REFERENCES.

Barnes, pp. 524-527; Richardson, pp. 501-506; Bryant, IV., pp. 498-504; Anderson, pp. 312-314; Ellis, III., pp. 143-153; Champlin, pp. 277-279.

#### II. SPECIAL TOPICS.

Barbara Frietchie, Champlin, pp. 278, 279; After the Battle of Antietam, Champlin, p. 287; Removal of McClellan, Champlin, pp. 290, 291.

#### III. OUTSIDE READINGS.

**History:** Invasion of Maryland, Coffin's Drum-Beat, pp. 289-334; Antietam, Greeley's American Conflict, pp.

193-211, Comte de Paris's Civil War, II., pp. 331-360, Morris's Half Hours, II., pp. 392-407; Peninsular Campaign, *Century*, 8, p. 136; and 10, p. 121, (McClellan's articles).

**Poem:** Barbara Frietchie, Whittier.

#### IV. SUGGESTIVE NOTES.

Having repulsed McClellan and saved Richmond, Lee decided to cross the Potomac into Maryland, where he fought and lost the Battle of Antietam. Lee's success in Maryland or Pennsylvania would have had great influence upon England and France in behalf of Southern interests.

**What to Teach:** (c) Lee's Second Invasion of the North; The Battle of Gettysburg and Its Results (1863).

#### I. REFERENCES.

Barnes, pp. 549-553; Richardson, pp. 524-529; Champlin, pp. 361-367; Ellis, III., pp. 192-195; Barnes's Brief, pp. 251-254; Bryant, IV., pp. 552-555.

#### II. SPECIAL TOPICS.

Confederate Wants, Champlin, pp. 300-302; Jackson's Death, Champlin, p. 351; Lee's Retreat from Gettysburg, Champlin, pp. 365, 366; John Burns and Jenny Wade, Champlin, pp. 368, 369; Effect upon England of Battle of Gettysburg and Surrender of Vicksburg, Coffin's Marching to Victory, pp. 330-332.

## III. OUTSIDE READINGS.

**History:** Gettysburg, Greeley's American Conflict, II., pp. 367-403, Coffin's Marching to Victory, pp. 160-182; Burnside at Fredericksburg, Coffin's Drum-Beat, pp. 386-414; Pickett's Charge, Morris's Half Hours, II., pp. 467-482; "Stonewall" Jackson, *Century*, 10, p. 927; Gettysburg, *Century*, 33, pp. 112, 133, 218, 451, 296, 464, 472, 803.

**Poetry:** John Burns of Gettysburg, Harte.

**Oratory:** Lincoln's speech at Gettysburg, Anderson, pp. 316, 317; also in Johnston's American Orations, III., pp. 243-245; also in Union Speaker, p. 374.

## IV. SUGGESTIVE NOTES.

We omit references to military detail between the battles of Antietam and Gettysburg, but the teacher will do well to outline the events as follows:—

After Lee was driven back from Maryland, General Burnside marched with the Army of the Potomac toward Richmond, and was defeated at Fredericksburg. The next spring General Hooker, the new commander of the Army of the Potomac, started toward Richmond and met General Lee at Chancellorsville, when the Federals were again defeated. Doubt and gloom filled the North with apprehension, and Lee, flushed with success, thought it a good time to strike a blow on Northern soil. We will not mention the many reasons that led him to go on this

fatal expedition. He knew that a great victory on Union territory would secure foreign interference. On the very day when Pickett's repulse brought glorious victory to Northern veterans, a resolution to recognize the Southern Confederacy was pending in the House of Commons. It was never called up. Gettysburg was the Waterloo of the South. Teachers will do well to read the Comte de Paris's Civil War, III., pp. 538-694.

*E. The Negro Contraband and Emancipation.*

**What to Teach:** Emancipation Proclamation; Colored Troops in the War and Exchange of Prisoners; Prison Life; The Draft.

I. REFERENCES.

Richardson, pp. 514-517, 530-533; Champlin, pp. 318-322; Coffin's Marching to Victory, pp. 94-98, 321-328; Anderson, p. 315, with note; Eliot, pp. 439-443; Bryant, IV., pp. 504, 505, 543, 544.

II. SPECIAL TOPICS.

Exchange of Prisoners, Champlin, p. 430; The War and the Slave, Sheldon-Barnes, pp. 339-342; Lincoln's Plan of buying Slaves in Border States, Champlin, pp. 316, 317; Emancipation Proclamation, Barnes, p. 531; How the Confederacy compelled her soldiers to serve, Coffin's Marching to Victory, p. 5.

Effect of Emancipation, North and South, Coffin's Marching to Victory, pp. 8, 9; Emancipation of Slaves

in District of Columbia, Coffin's Drum-Beat, pp. 368-370; Slaves as Contraband of War, Coffin's Drum-Beat, p. 77; Drafting Soldiers for Southern Army, Coffin's Redeeming Republic, pp. 4, 5; Slaves enlisted by the Confederacy, Eliot, p. 463.

### III. OUTSIDE READINGS.

**History:** Slavery, the Corner-Stone of the Confederacy, Crumbling, Coffin's Drum-Beat, pp. 364-385; Indians in the Confederate Army, Coffin's Drum-Beat, p. 158; Smede's Memorials of a Southern Planter; Emancipation, Greeley's American Conflict, pp. 232-270; Narrative of a Blockade Runner; Alcott's Hospital Sketches; Livermore's My Story of the War; Emancipation, Comte de Paris's Civil War, II., pp. 706-747.

**Poem:** After the Emancipation Proclamation, Holmes.

### IV. SUGGESTIVE NOTES.

When the war began the United States, refusing to recognize the Confederacy as a government, insisted upon treating prisoners as felons, and regarded the shooting of Union soldiers as murder. At Bull Run the Confederates captured many Union soldiers, and threatened to retaliate by hanging these if the North maintained its attitude toward Southern prisoners. Although the North was then obliged to abandon its position, the government was unwilling to do anything which would appear "to recognize the right of the Confederates to carry on war," and would not agree to exchange any prisoners until the summer of



1862. When this agreement was reached, thousands of prisoners were released from Northern and Southern prisons, until the Emancipation Proclamation was issued and colored troops were enrolled in the Union armies. The Confederacy then refused to exchange colored prisoners, and issued an order that every white officer in charge of colored troops should be put to death, and every black soldier taken prisoner should be enslaved. President Lincoln retaliated by proclaiming that "for every soldier of the United States killed in violation of the laws of war, a rebel soldier shall be executed; and for every one enslaved by the enemy or sold into slavery, a rebel soldier shall be placed at hard labor on the public works." President Lincoln thus prevented the execution of any prisoner, but the Confederates resolutely refused to exchange any black prisoners. This ended all exchanges, as the North was emphatic in its demand that all prisoners, irrespective of color, should be put on the same footing. Thereafter the treatment of prisoners, *on both sides*, was a source of much bitterness. Life in Libby Prison, and in the prison-pens of Belle Isle, Andersonville, and so on, was full of disease and suffering. The necessity of the draft and its unpopularity in certain parts of the North, notably in New York City, deserve special notice.

*B. Defence of Washington and Capture of Richmond.*

**What to Teach:** III. Grant's Campaign against Richmond. (a) Advance upon Richmond (1864); The Petersburg Mine.

## I. REFERENCES.

Barnes, pp. 567-575 ; Richardson, pp. 547-552 ; Champlin, pp. 433-438 ; Ellis, III., pp. 272-279 ; Bryant, IV., pp. 569-574 ; Montgomery, pp. 311-313.

## II. SPECIAL TOPICS.

Mine Explosion, Barnes, pp. 574, 575 ; Champlin, pp. 453, 454 ; Richardson, pp. 556, 557 ; Telegraph and Signal Service, Grant's Memoirs, II., pp. 205-207 ; Confederate Money in 1864, Barnes, p. 583.

## III. OUTSIDE READINGS.

**History** : Abbott's Battle-Fields and Victory, pp. 42-127, 180-199 ; "On to Richmond," Grant's Memoirs, II., pp. 177-325 ; Grant and Richmond, Greeley's American Conflict, II., pp. 562-597 ; The Peace Commission, Coffin's Freedom Triumphant, pp. 342-351 ; General Grant, the Great Commander, Coffin's Redeeming Republic, pp. 67-77 ; The Wilderness, Coffin's Redeeming Republic, pp. 78-96 ; The Army of the Potomac from Spottsylvania to Petersburg, Coffin's Redeeming Republic, pp. 97-132, 153-198, 312-334 ; Oliver Optic's Our Standard Bearer (Grant) ; Headley's Fighting Phil ; Gen. Grant, Gen. Sheridan, (Headley's Heroes of the Rebellion).

## IV. SUGGESTIVE NOTES.

In 1864 General Grant was placed in command of all the Northern armies. If the appointment of an able general to such a position had been made sooner it would

have been much better for the Federal cause. The South was rapidly becoming exhausted, and defeat was only a question of time.

The Northern and Southern armies alike, in 1864, were handled with great ability.<sup>1</sup> Grant marched against Richmond from the North, but the losses sustained by fighting the enemy in strong positions behind breastworks were great, and led him to transfer his army south of the James. Lee again threatened Washington, in the hope that Grant would withdraw a large portion of his forces from Richmond. Grant sent the brave "Phil" Sheridan to look after Early in the Shenandoah, but quietly sat in grim determination watching the enemy's works around Richmond. The Shenandoah, "the back-door to Washington," was the avenue through which Lee approached the Federal capital, especially when he wanted to weaken the Federal army attacking Richmond.

**What to Teach :** (*b*) Early's Raid ; Sheridan's Raid in the Shenandoah Valley ; Sheridan's Ride ; Importance of Shenandoah Valley in Civil War.

#### I. REFERENCES.

Montgomery, pp. 313-315 ; Richardson, pp. 553-556 ; Barnes's Brief, pp. 263-265, with note ; Ellis, III., pp. 286-289 ; Champlin, pp. 449-451.

#### II. SPECIAL TOPICS.

Christmas of '64 in Richmond, Champlin, pp. 428, 429 ; Furloughs as Cures for Homesickness, Coffin's Marching

<sup>1</sup> The work of Generals Early and Hood should be excepted.

to Victory, pp. 100-103; Old Glory and the Loyal Southern Man, Coffin's Drum-Beat, p. 158.

### III. OUTSIDE READINGS.

**History:** Abbott's Battle-Fields and Victory, pp. 192-235; Sheridan in the Valley, Grant's Memoirs, II., pp. 326-343.

**Poem:** Sheridan's Ride, Read (Bryant's Library of Poetry and Song).

#### *F. Sherman's Campaign in Georgia.*

**What to Teach:** I. Advance upon and Capture of Atlanta (1864).

### I. REFERENCES.

Barnes, pp. 560-564; Richardson, pp. 564-568; Ellis III., pp. 253-263; Champlin, pp. 458-467.

### II. SPECIAL TOPICS.

The Railroad and the Army, Champlin, p. 459; Jeff Davis's Neckties, Champlin, p. 482; How the Army Marched, Champlin, pp. 483, 484.

### III. OUTSIDE READINGS.

**History:** Abbott's Battle-Fields and Victory, pp. 136-179; "On to Atlanta," Grant's Memoirs, II., pp. 158-176; Sherman and Atlanta, Greeley's American Conflict, II., pp. 625-641; The Siege and Fall of Atlanta, Coffin's Redeeming Republic, pp. 335-357, 401-426; Confederate Raids, Coffin's Redeeming Republic, pp. 427-438; Peace Party and the Election of 1864, Coffin's Redeeming Republic, pp. 439-453; The War, a Conflict of Free and Slave

Labor, Coffin's *Redeeming Republic*, pp. 454-468; McClellan or Lincoln, 1864, Lowell's *Political Essays*, pp. 155-176.

#### IV. SUGGESTIVE NOTES.

In connection with Sherman in Georgia the importance of the railroad and the telegraph in modern warfare and modern life may be emphasized. It would have been impossible to carry on the Civil War on so grand a scale without the railroad. Large armies could not have been fed without almost insurmountable difficulties in Revolutionary days, and we have seen that the United States was sorely perplexed to get supplies to the soldiers in the War of 1812. The railroad has changed all this. It took not less than one hundred car-loads of provisions a day to feed Sherman's army when it was advancing upon Atlanta. The "March to the Sea" resulted in greatly weakening the South by the destruction of property and food-supplies worth scores of millions. When Savannah was captured near the close of 1864, the Southern cause was almost without hope. The Confederate money had become practically worthless, and in Southern armies and Southern homes good food was scarce. "Domestic life in the South," which we have referred to in various books and magazine articles, will greatly aid to a right understanding of the hardships the Southern people had to endure.

**What to Teach:** II. Sherman's March to the Sea; Food Supplies (1864).

## I. REFERENCES.

Montgomery, pp. 316-320; Appleton's Cyclopædia of American Biography, V., pp. 502-507; Richardson, pp. 569-575; Barnes, pp. 564-566; Champlin, 481, 482, 489-491; Ellis, III., pp. 264-271; Anderson, pp. 323-325.

## II. SPECIAL TOPICS.

Sherman's Bummers, Champlin, 475-491; Signalling, Champlin, pp. 470, 471.

## III. OUTSIDE READINGS.

**History:** Abbott's Battle-Fields and Victory, pp. 235-254; March to the Sea, Grant's Memoirs, II., pp. 344-376; Sherman's Great March, Greeley's American Conflict, II., pp. 689-715; Nichols's Story of the Great March, General Sherman, Smalley, *Century*, 27, p. 450; Sherman's March to the Sea, A. Badeau, *St. Nicholas*, 14, Part 2, p. 533; Morris's Half Hours, II., pp. 482-500.

**Poetry:** Marching through Georgia, Pratt, IV.; Tenting on the Old Camp Ground, Pratt, IV.; Sherman in Savannah, Holmes; Sherman's March to the Sea, Coffin's Freedom Triumphant, pp. 79-114.

*G. Closing Events of the War (1865).*

**What to Teach:** The Fall of Richmond; The Surrender of Lee; The Flight and Capture of Jefferson Davis; The Assassination of President Lincoln; The Flight and Capture of Wilkes Booth.

## I. REFERENCES.

Barnes, pp. 589-593; Coffin's Freedom Triumphant, pp. 471-485; Richardson, pp. 582-586; Barnes's Brief, pp. 274-277, with note; Eliot, pp. 465-467; Ellis, III., pp. 322-330; Bryant, IV., 597-600.

## II. SPECIAL TOPICS.

Edwin M. Stanton, Smith's Famous Americans, pp. 108-110; Richmond, Champlin, pp. 524-527; Capture of Jefferson Davis, Barnes, pp. 594, 595; President Lincoln in Richmond, Coffin's Freedom Triumphant, pp. 436-439; Lee's Surrender, Coffin's Freedom Triumphant, pp. 462-466; Daily Life in South at Close of War, Coffin's Redeeming Republic, pp. 464; Lincoln's Assassination, Smith's Famous Americans, pp. 107, 108.

## III. OUTSIDE READINGS.

**History**: Fall of Richmond, *Harper's Monthly*, 33, p. 92; Carpenter's Six Months in the White House with Abraham Lincoln; Last Days of the Confederacy, Ellis, III., pp. 306-330; Abbott's Battle-Fields and Victory, pp. 305-329; Lee's Surrender, Grant's Memoirs, II., pp. 483-498; Fall of Richmond, Greeley's American Conflict, II., pp. 724-740; The Fall of Richmond, Coffin's Freedom Triumphant, pp. 415-443; Morris's Half Hours, II., pp. 500-520; Capture of Jefferson Davis, *Century*, 26, p. 130; Assassination of Lincoln, *Century*, 31, p. 432; How Booth Crossed the Potomac, *Century*, 5, p. 822.

**Poetry** : Battle Hymn of the Republic (Later Lyrics), Julia Ward Howe ; Hymn of Peace, Holmes ; The Blue and the Gray, Finch ; United at Last, Barnes's Fourth Reader ; Decoration Day, Longfellow ; How Sleep the Brave, Collins ; The American Flag, Union Speaker, pp. 411, 412 ; Burial of Lincoln, Stoddard.

**Biography** : R. E. Lee, *Century*, 10, p. 605.

**Oratory** : Carl Schurz on American Battle Flags, Union Speaker, pp. 391-393.

## THE REPUBLIC AFTER THE CIVIL WAR

ANDREW JOHNSON'S ADMINISTRATION (ONE TERM, 1865-1869).

**What to Teach** : Disbanding the Armies ; The Results of the War ; The President's Plan of *Restoring* the Seceded States ; The Congressional Plan of *Reconstruction* ; The Condition of the South ; Impeachment of the President ; The Thirteenth, Fourteenth, and Fifteenth Amendments ; The French in Mexico ; The Atlantic Cable ; The Purchase of Alaska.

### I. REFERENCES.

Scudder, pp. 411-416 ; Montgomery, pp. 324-332 ; Richardson, pp. 586-590 ; Coffin's Freedom Triumphant, pp. 339-342 ; Barnes's Brief, pp. 281-286 ; Anderson, pp. 227-229 ; Taylor's Model History, pp. 269-274 ; Eliot, pp. 470-475.

### II. SPECIAL TOPICS.

Maximilian in Mexico, Barnes, pp. 608, 609 ; Andrew Johnson, Barnes, pp. 603, 604 ; Reconstruction, Sheldon-



**Fiction:** A Fool's Errand, Tourgée.

Slavery.	{	In Spain and Portugal.			
		In West Indies.			
		During Period of Colonization.	{	First Importation.	{ From where? Date. By whom? Why?
				Royal African Company.	
				English Government.	
				Indentured Servants in Virginia.	
				Influence in Immigration.	
		Revolutionary Period.	{	Comparative numbers and Employment.	{ North. South.
				Competition of Slave and Free Labor.	
				Change of feeling about it.	{ North. South.
Ordinance of 1787.					
In the Constitu- tion.	{ Enumeration. Importation. Runaway Slaves.				
Opinion of Statesmen.					

Slavery.	{	National Period.	{	Importation after 1808. In Vermont. Relation to Poor Whites. Free Colored People in the South. Effect of the Cotton-gin.
				Influence on { Settlement. Labor. Education.
Slavery.	{	National Period.	{	Influenced by Physical Geography. Louisiana Purchase. Florida War. Missouri Compromise. Admission of States in pairs. The Anti-Slavery Movement in Jackson's Administration. Wilmot Proviso. Compromise of 1850. Underground Railroad and Personal Liberty Bills. Kansas-Nebraska Bill. Abolitionists and Uncle Tom's Cabin. Assault on Sumner. Dred Scott Decision. As Cause of Secession. Emancipation Proclamation. 13th, 14th and 15th Amendments.
				Comparison of Colored { Number. People and { Condition. Slaves and Citizens.

## IV. SUGGESTIVE NOTES.

The great results of the war were embodied in the thirteenth, fourteenth, and fifteenth amendments, whose logical outcome is the "New South" of to-day. It will be noticed, however, that before the adoption of the last two amendments there was a bitter contest between Congress and President Johnson. The President's plan of "restoration" was radically different from the Congressional plan of reconstruction. Congress declared that the two essen-

tial conditions of the readmission of the seceded States were, (1) The freedmen should vote, and (2) The Southern leaders should *not* vote. This was in name and fact a rebuilding of that social structure in the South which the Civil War had demolished. Alexander Johnston, in Lalor's Cyclopædia, III., pp. 540-556, discusses the troublesome question of reconstruction in all its bearings. The impeachment of the President is another exceedingly interesting chapter in this series of battles between the executive and legislative departments. In speaking of foreign relations during the Civil War we commented upon the hostile attitude of Napoleon III. toward the United States. This hostility was further illustrated when he contemptuously disregarded the Monroe Doctrine and the wishes of the Mexican people, by sending Maximilian with a French army to Mexico. The United States was too busy then with disturbances at home to interfere with Napoleon's ambitious schemes. But after the close of the Civil War the French Monarch was informed that it would be "gravely inconvenient" to the United States for the French troops to remain any longer in Mexico. *They did not remain*, and the weak, misguided Maximilian met his death.

ULYSSES S. GRANT'S ADMINISTRATION (TWO TERMS,  
1869-1877).

**What to Teach:** The Pacific Railroad and its Effect; What the Telegraph and Railroad have done for the United States; Effect of the Pacific Railroad on Commerce and

the Development of the West ; Reconstruction Completed ; The Centennial ; The Telephone ; England and the Alabama Claims ; Indian Troubles ; The Indian Reservation.

### I. REFERENCES.

Montgomery, pp. 332-340 ; Richardson, pp. 592-599 ; Anderson, pp. 329-336 ; Barnes's Brief, pp. 287-295 ; Taylor's Model History, pp. 274-284 ; Eliot, pp. 476-481 ; Johnston's United States, pp. 375-386.

### II. SPECIAL TOPICS.

The Pacific Railroad finished, Richardson, pp. 592, 593 ; Effect of Railroad on Commerce with Asia and the Far West, Montgomery, pp. 334, 335 ; The Boy, Grant, Bolton's Famous American Statesmen, pp. 308-311 ; Proposed Annexation of San Domingo, Barnes's Brief, pp. 289, 290 ; The Credit Mobilier, Taylor's Model History, pp. 278, 279 ; The Custer Massacre, Ellis, IV., pp. 62-65 ; The Electoral Commission, Higginson, pp. 331-334 ; Thomas Edison, Smith's Famous Americans, pp. 34-37 ; Grant's Indian Policy, Thalheimer's Eclectic, p 356.

### III. OUTSIDE READINGS.

**History:** The Centennial Exposition, Richardson, pp. 609-624 ; King's Campaigning with Crook ; Driving the Last Spike of the Union Pacific, *Scribner's Magazine*, September, 1892.

**Biography:** Grant, Lives of the Presidents, pp. 461-

496 ; also Bolton's Famous American Statesmen, pp. 307-360.

**Poetry :** Kit Carson's Ride, Miller.

**Fiction :** Ramona, Jackson.

#### IV. SUGGESTIVE NOTES.

At the close of the Revolution Frederic of Prussia, although a warm friend of the United States, declared that it would be impossible to maintain a republic over such a vast extent of territory as that included between Maine and Georgia. He believed the Union would either be broken into fragments or give place to a monarchy. Others said that a republican form of government had never been a success except in small states like Switzerland, Venice, or Holland. When Rome extended her dominion over immense areas of the world she fell under the sway of despotism.

A like argument was used by an able senator from South Carolina when the Oregon Country came under discussion in 1843. This senator urged that the United States could never feel any interest in that far-off land ; that it would take ten months out of every twelve for the representatives from a State so remote to go to and from Washington. But we can now go to Oregon much quicker than Hancock could go from Boston to Philadelphia in colonial days. This gigantic country is to-day more compact for social and political purposes than was Switzerland in the Middle Ages, or New England at the close of the eighteenth century.<sup>1</sup>

<sup>1</sup> See Fiske's "Critical Period," pp. 50-62.

In order to show more clearly the immense advantages to the country of the steamboat, railroad, telegraph, and so forth, a review lesson might be given here, including the following topics: The Steamboat, The National Road, The Erie Canal, The Railroad, Transatlantic Steamboat Lines, The Telegraph, The Atlantic Cable, Pacific Railroad, Telephone, Phonograph, and the Prospective Flying Machine.

Many of these should be assigned as special topics. Such lessons are of great value.

President Grant's humane scheme of winning the Indians to civilization by educating them deserves special notice.

In connection with "England and the Alabama claims," — a sufficient cause in earlier times for war, — the meaning of arbitration should be brought out and the growth of feeling against war commented upon. Here is a good opportunity to cultivate a little sound public sentiment on a question of grave moment in international affairs.

#### A CHART ON THE INDIANS.

Indians.	{	Origin.		
		Condition in time of Columbus.	{	The population then and now.
				Distribution.
			Occupation.	
	{	Division into	{	Families.
				Tribes, etc.
	{	Characteristics.	{	Physical.
				In Government.
				" Language.
				" Dress.
				" Manner of living.
				" Occupation.
				" Warfare.
	{		{	Trade.

Indians	{	Treatment by Colonists.	{	In Virginia. " Massachusetts. " Connecticut. " Pennsylvania. " New York. By Spaniards.
		Wars.	{	Pequod. King Philip's. Part taken in Intercolonial Wars. Pontiac's Conspiracy. In Revolutionary War. In National Period. Tippecanoe. Black Hawk War. War of 1812. Seminole War. In Civil War.
		Treaty-making. Placed on reservations.		
		Present Condition.	{	Relation to National Government. Wealth. In numbers compared with Columbus's time. Education. As soldiers in regular army. Homes.

## INDIANS.

## I. REFERENCES.

Origin. — Scudder, pp. 89-91; Gilman, pp. 76-79; Drake's Making of New England, pp. 49-51; Lossing, pp. 9-12; Montgomery, p. 40, and note; Shaler's Story of Our Continent, pp. 153-165.

Condition in Time of Columbus. — Eggleston, pp. 71-76; Montgomery, p. 39; Bancroft, I., p. 383, II., pp. 90-93, 100; Higginson, pp. 23-29; Roosevelt's Winning the West, I., p. 18; Winsor's Columbus, pp. 218-220.

Divisions. — Scudder, pp. 92-94; Higginson, pp. 18,

19; Barnes, pp. 13, 14; Thalheimer's *Eclectic*, pp. 15-23; Bancroft, II., pp. 94-100; Champlin's *Cyclopædia Persons and Places*, pp. 39-42.

Characteristics. — Barnes, pp. 13-19; Wright's *American History*, pp. 14-26; Scudder, pp. 89-92; Thalheimer's *Eclectic*, pp. 23-26; Montgomery, pp. 39-45; Sheldon-Barnes, pp. 51-56; Anderson's *United States Reader*, pp. 38-43; Bancroft, II., pp. 101-136; Higginson's *American Explorers*, pp. 91-93.

Treatment by the Colonists. — Scudder, pp. 21, 35, 36, 49, 67, 118, 76, 94-97, 111-114; Johnston, pp. 39, 47, 48; Anderson's *United States Reader*, pp. 74-78, 111, 112; Taylor's *Model History*, pp. 64-66; Wright's *American History*, pp. 259-268; Higginson's *American Explorers*, pp. 333-337.

Wars. — (Pequod.) Eggleston, pp. 79-90; Scudder, pp. 94-97; Sanford's *Conn.*, pp. 21-28; Drake's *Making New England*, pp. 203-213; Coffin's *Old Times in Colonies*, pp. 176-183; Barber's *New England*, pp. 201-219; Anderson, pp. 76, 77; Goodrich's *American Indians*, pp. 209-224.

(King Philip's.) Barnes, pp. 49-51; Barber's *New England*, pp. 220-254; Montgomery, p. 91; Coffin's *Old Times in Colonies*, pp. 241-250; Lossing, pp. 124-128; Ellis, I., pp. 170-182; Hildreth, I., pp. 480-493; Gilman, II., pp. 84-86; Pratt's *Stories of Massachusetts*, pp. 43-45; Goodrich's *American Indians*, pp. 191-208.

(Part taken in Intercolonial Wars.) Lossing, pp. 183, 184; Barber's *New England*, pp. 255-304; Barnes, pp. 69-



74; Scudder, pp. 140-142; Coffin's Old Times in Colonies, pp. 53, 68, 71, 256-258; Higginson's Young Folks, pp. 150, 151; Anderson, pp. 107, 108; Ellis, I., p. 291.

(Pontiac's Conspiracy.) Montgomery, pp. 137, 138; Barnes, pp. 82, 83; Scudder, pp. 156, 157; Ellis, I., pp. 316-331; Higginson's Young Folks, pp. 156-158; Wright's American History, pp. 337-347; Anderson, pp. 117-119.

(During Revolution.) Anderson, pp. 183, 184; Irving-Fiske, p. 511; Montgomery's Beginners, pp. 126, 127; Watson's Noble Deeds, pp. 133-143; Bancroft, V., pp. 170, 171.

(National Period.) Johnston, pp. 138-156; Ellis, II., pp. 322-324, 326, 327; Wright's American Progress, pp. 121-129; Scudder, pp. 294, 295; Anderson, pp. 220, 262, note, 251, 261, 262; Goodrich's American Indians, pp. 303-315; Winsor's History of America, VIII., pp. 375, 392; Roosevelt's Winning the West, I., pp. 331-335; Champlin, pp. 197, 200; Ellis, IV., pp. 324-330.

Present Condition. — Reports of the Indian Schools and of the Indian Conferences at Lake Mohonk.

### III. OUTSIDE READINGS.

**History:** Ellis's Red Man and White Man; Roosevelt's Winning the West; Custer's Boots and Saddles; Custer's Tenting on the Plains; Custer's Following the Guidon; Custer's My Life on the Plains; Reports of General Armstrong and Captain Pratt of the Hampton and Carlisle Schools; Frances C. Sparhawk's Onoqua (Lee & Shepard).

This last-named book deals with Indian reservation life, and is a plea for the education of the Indian. Peter Parley's *Manners, Customs, and Antiquities of the Indians of North and South America*. The last two chapters treat of the customs and manners of the North American Indians.

**Poetry:** *The Skeleton in Armor*, Longfellow; *The Seminole's Reply*, American Speaker, p. 261; *The White Man's Foot*, Chapter xxi. in *Hiawatha*, Longfellow. For Articles on Indian Territory and Indian Treaties, see Lalor's *Cyclopædia* I., pp. 390-394, and II., p. 498, also Winsor, VII., pp. 446-454.

**Oratory:** In *American Speaker*, *The American Indians*, (J. Story) p. 47; *Indian Chief to White Settler* (E. Everett), pp. 114-116.

#### IV. SUGGESTIVE NOTES.

Said an Indian visiting Washington in 1880, "Four years ago the American people promised to be friends to us. They lied. That is all." Said one of our prominent military men, "The best Indian is a dead Indian." These quotations illustrate the extreme views of the red men and the white men.

Shall the United States exterminate or civilize the Indians? The war policy would cost in men and money ten times more than the peace policy. It would cost more to exterminate the Indians than it did to wage the Civil War. In the past two and one-half centuries ten whites — possibly twenty to twenty-five — have fallen, where a single

Indian has been killed in the Indian Wars. Half of the expenses of our War Department, exclusive of those incurred by the Civil War, has been spent on Indian Wars.

The war policy having proved a failure, the peace policy was established. Reservations were made, and the Indians were placed upon them.

But the reservation system is attended with many evils. The Indians are placed by themselves, out of contact with the civilizing influence of the whites, and directly under the influence of the medicine-men. They are fed like so many infants, and in various ways are prevented from learning lessons of manly independence. A striking commentary upon our system of supporting the Indians in idleness is found in a comparison of the Osages and the Navajos. The Osage Indians, numbering about 1,500, have to their credit a trust fund of \$8,162,826, drawing an interest of five per cent: the Navajos, numbering about 17,000, have no trust fund, and receive from the government only \$7,500 per year. The social condition of the Osages is far below that of the Navajos. It has been found that Indian prisoners of war who have been compelled to work for their living have made much more rapid progress than the reservation Indians who have been allowed to remain in idleness. Said Sitting Bull, "God Almighty made me an Indian, and he did not make me an agency Indian, and I do not intend to be one." He was too manly and self-respecting not to be restive under the degrading influences that attend the reservation system.

General Morgan has greatly extended the work of education to all Indian youth, and the government is, we are glad to say, beginning a system which will be a mighty lever in lifting the Indian to a higher mental and moral plane. That system allows the Indian, like any other free man, to have his own, and to reap the fruits of his own toil.

RUTHERFORD B. HAYES'S ADMINISTRATION (ONE TERM,  
1877-1881).

**What to Teach:** Troops Withdrawn from the South; Railroad and Coal Strikes; Eads and the Mississippi; United States Paper Money and Gold.

#### I. REFERENCES.

Montgomery, pp. 340-343; Barnes's Brief, pp. 294, 295; Taylor's Model History, pp. 285-290; Johnston, pp. 261-264; Ellis, IV., pp. 68-82.

#### II. SPECIAL TOPICS.

Resumption of Specie Payment, Johnston's United States, p. 391.

#### III. OUTSIDE READINGS.

**History:** Johnston's American Politics, pp. 238-247.

**Biography:** Mrs. Hayes, Gordon's From Lady Washington to Mrs. Cleveland, pp. 389-407; Hayes, Frost's Lives of the Presidents, pp. 497-504.

**Oratory:** Haygood's Thanksgiving Sermon, "The New

South (1880), Johnston's American Orations, III., pp. 311-327.

#### IV. SUGGESTIVE NOTES.

It would be excellent for United States Bonds to be taken up in the arithmetic class when paper money and gold are discussed here. The pupils should get some idea of what "honest money" means. This topic was never more important than it is to-day. The commercial prosperity of this country hinges largely upon the right management of our national finances. There is much ignorance in the land as to the real function of money; and this ignorance has found repeated expression, even in very recent years, in the wildest sort of schemes. In grammar-school work teachers can of course do only a little with a problem so complicated; but that little may put the pupil on the road that will lead him to intelligent conclusions later on.

GARFIELD AND ARTHUR'S ADMINISTRATION (ONE TERM,  
1881-1885).

**What to Teach:** Garfield Assassinated; Civil Service Reform; The New Orleans Cotton Centennial; The "New South;" The Freedmen and Education.

#### I. REFERENCES.

Montgomery, pp. 343-349; Taylor's Model History, pp. 291-297; Thalheimer's Eclectic, pp. 368-372; Ellis, IV., pp. 83-87.

## II. SPECIAL TOPICS.

The Boy Garfield, Famous American Statesmen, pp. 362-365; Chinese and California View of the Chinese Question, Sheldon-Barnes, pp. 388, 389; The Egyptian Obelisk, Taylor's Model History, pp. 291, 292; Revision of the Bible, Taylor's Model History, p. 592; Standard Time, Taylor's Model History, pp. 294, 295; Boyhood of Garfield, Ellis, IV., p. 83.

## III. OUTSIDE READINGS.

**History:** The Education of the Negro, *Atlantic Monthly*, July, 1892; Ellis, IV., pp. 83-167; Anderson, pp. 336-340; Grady's New South.

**Biography:** James A. Garfield, Bolton's Famous American Statesmen, pp. 361-399; Brown's Life of Garfield; Garfield, Frost's Lives of the Presidents, pp. 505-522; Arthur, Frost's Lives of the Presidents, pp. 523-537.

## IV. SUGGESTIVE NOTES.

The "New South" and the "Freedmen and Education" ought to be discussed with great care. Here the intelligence and breadth of the teacher will count for much. Some one has wisely said, "The negro was first a slave, next a contraband, then a freedman, and now a problem. After a time less stress will be laid upon the problem and more upon the negro. Then the problem will vanish and the negro remain."

The South now gives \$7,000,000 a year to support 20,000 free colored schools, enrolling 1,238,622 pupils. All this since 1865; nearly all since 1870; most of it since 1875. 95 per cent of the taxes raised to support these schools are paid by Southern whites. Since the war the South has spent \$50,000,000 upon negro education; the North, \$35,000,000. Two and one-quarter million negroes in the South can now read and write. These facts, and many others of deep interest on this subject, may be found in the reports for the last three years of the negro conferences at Lake Mohonk. Cable's "Negro Question," Haygood's "Our Brother in Black," and various magazine articles of later years, will give the teacher a good conception of this subject.

Bishop Haygood's book, just referred to, and Bryce's article in the *North American* for January, 1892, are broad, dispassionate, scholarly treatments of the negro in the South.

GROVER CLEVELAND'S ADMINISTRATION (ONE TERM,  
1885-1889).

**What to Teach:** Civil Service Reform Advanced; Labor Organizations and Strikes; The Chicago Anarchists; Presidential Succession; Chinese Immigration.

#### I. REFERENCES.

Montgomery, pp. 349-355; Anderson, pp. 340-342; Thalheimer's Eclectic, pp. 373-376; Johnston, pp. 268-272; Ellis, IV., pp. 234, 235.

## II. SPECIAL TOPICS.

The Chinese Question, Sheldon-Barnes, p. 389, Thalheimer's Eclectic, pp. 365, 366; Immigration, Sheldon-Barnes, pp. 386-388; Presidential Succession, Sheldon-Barnes, pp. 298, 299; Ballot Reform, Johnston, pp. 268, 269; Statue of Liberty, Anderson, p. 342; Natural Gas, Taylor's Model History, pp. 301, 302.

## III. OUTSIDE READINGS.

**Biography:** Cleveland, Frost's Lives of the Presidents, pp. 537-542.

## IV. SUGGESTIVE NOTES.

For the years subsequent to the Civil War it is difficult to get good references, as the best history of these times remains to be written. Henry George, in Lalor's Cyclopædia, I., pp. 409-414, has written a suggestive article on Chinese Immigration, a subject that should be discussed with care. "Industrial Arbitration," Lalor's Cyclopædia, II., pp. 503-505, discusses another subject of vital interest and importance.

BENJAMIN HARRISON'S ADMINISTRATION (ONE TERM,  
1889-1893).

**What to Teach:** Settlement of Oklahoma; The Seal Fisheries; Difficulty with Chili; The Admission of Six New States; The New War Ships.



## I. REFERENCES.

Taylor's Model History, pp. 298-308 ; Ellis, IV., pp. 168-172 ; Anderson, pp. 343-350 ; Montgomery, pp. 355-358.

## II. SPECIAL TOPICS.

Isthmus of Darien and The Monroe Doctrine, Anderson, p. 345 ; The Johnstown Flood, Taylor's Model History, p. 310.

## II. OUTSIDE READINGS.

**History:** Ellis, IV., pp. 168-337 ; The Six New States, Drake's Making The Great West, pp. 322-325 ; The Indian Question, Sheldon-Barnes, pp. 381-385 ; The New South, Sheldon-Barnes, pp. 390-393 ; The Great West, Sheldon-Barnes, pp. 394-398.

**Oratory:** Henry Clay on the American System (1832), Johnston's American Orations, III., pp. 338-374 ; Frank B. Hurd on a Tariff for Revenue only, Johnston's American Orations, III., pp. 374-405.

## IV. SUGGESTIVE NOTES.

For valuable information on the seal fisheries we refer to Ex-Minister Phelps's article in the *Harper's Magazine*, for April, 1891. In discussing the New War Ships the pupils should have their attention called to the immense extent of seacoast the United States must protect. To maintain a certain measure of respect from other nations, and to stand in a position to defend itself from hostile aggressions, the United States needs a strong navy.



## A FEW HINTS ON DATES AND REVIEWS

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IN Part I. we suggested certain dates that should be fixed in children's memories in the preparatory stages of the work. In Part II. we have said very little on this point; but we trust the tenor of the whole book is such as to discourage, with emphasis, the indiscriminate memorizing of dates. Only a very few, those pointing out the great landmarks of history, need be learned with exactness. But the chronology of historic development must not be overlooked. The children must not be allowed to study with slovenly ideas of historical sequence, as clearness on this point is absolutely essential to intelligent knowledge of history.

Columbus discovered America in 1492, and about fifty years later De Soto discovered the Mississippi. Between these two dates the Spanish explorers may be found. What was done in the way of discovery and exploration in the next fifty years? The Cabots discovered the mainland of North America a few years after Columbus first saw San Salvador. 1607-1733 are the extreme dates

of colonization. The Revolution, 1775-1783, preceded the critical period, 1781-1789. These important events should have grouped about them events whose dates need not be learned with exactness. For example, we can easily remember that between the close of the last French War and the outbreak of the Revolution, came the Stamp Act, the Boston Massacre, the Boston Port Bill; but it is by no means necessary to recall the exact year when these events took place.<sup>1</sup>

We recommend that when the constitutional period is reached the list of presidents be learned in order. Something is wrong when a grammar-school pupil of average ability is uncertain whether Thomas Jefferson preceded Andrew Jackson in the presidency. We believe pupils should be able to locate with readiness any of the presidents when the dates of their administrations are named, and *vice versa*. When was the cotton-gin invented? In Washington's administration is exact enough, when the pupil knows this administration was from 1789 to 1797.

We believe it is well to pass over ground rapidly on advance work, and then review slowly. When children have gone over the field, even though with some haste, they get a better perspective and understand more clearly the bearing of previous upon subsequent events. In this connection we refer to what has been said upon the right use of charts, for the chart has its best use in review work.

<sup>1</sup> Of course these dates are mentioned merely for illustration.

## ADDITIONAL FICTION.

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OUR list is not a long one, because we have not tried to make it exhaustive. Our aim is to recommend a comparatively small number of good stories—stories that will lead to historical research; that will tend to cultivate good reading habits; that will stimulate a liking for historical reading. We have, for reasons satisfactory to ourselves, rejected some books which rank high and which we would heartily commend to readers of mature growth. This list, however, is for pupils of grammar and high school grades. On pp. 97–100, of Part I., may be found another list, of which this is supplementary.

**Austin.** — Dora Darling; or, The Daughter of the Regiment.

*Lee & S.* \$1.00

A beautiful story of the Civil War.

—— A Nameless Nobleman, *Houghton.* 1.25

—— Dr. Le Baron and His Daughters. *Houghton.* 1.25

Stories of the Pilgrims.

**Bynner.** — The Begum's Daughter (early New York History).

*Little.* 1.50

—— Zachary Phips. 1.40

A story of Burr's expedition, the War of 1812, and the Seminole War. *Houghton.* 1.25

- Butterworth.** — In the Boyhood of Lincoln. *Appleton.* 1.50
- Catherwood.** — The Lady of Fort St. John. *Houghton.* 1.25  
A story of early Canadian history.
- Childs.** — The Rebels. *Phillips.*  
A story of the American Revolution.
- Craddock.** — The Prophet of the Great Smoky Mountain.  
*Houghton.* 1.25  
A story of the poor mountain whites of Tennessee.
- Dickens.** — Tale of Two Cities (the French Revolution).  
*Crowell.* 1.25
- Eggleston.** — Hoosier Schoolboy. *Scribners.* 1.00  
—— Hoosier Schoolmaster. *Judd.* 1.25  
—— The Circuit Rider. *Scribners.* 1.50  
Life in the North-west in the first half of this century is graphically portrayed in these three stories.
- The Graysons. *Century.* 1.50  
Abraham Lincoln is a prominent character in this book.
- Gordon.** — Englishman's Haven. *Appleton.* 1.50  
A story of Louisbourg and early colonial times.
- Goss.** — Tom Clifton; or, Western Boys in Grant and Sherman's Army. *Crowell.* 1.50
- Hale.** — Philip Nolan's Friends. *Roberts.* 1.25  
Life in Louisiana at the opening of this century.
- Harris.** — Uncle Remus. *Appleton.* 1.50  
Negro folk-lore in negro dialect.
- On the Plantation. *Appleton.* 1.50  
"The author gives in the form of fiction many of his own experiences during the Civil War."
- Henty.** — In the Reign of Terror (the French Revolution).  
*Scribners.* 1.50
- Kingsley.** — Westward Ho! (Sir Francis Drake and "Good Queen Bess"). *Macmillan.* 1.00

- Ogden.** — A Loyal Little Redcoat. *Stokes.* 2.00  
     The Tories in New York at the close of the Revolution.
- Page.** — In Ole Virginia. *Scribners.* 1.25
- Paulding.** — The Dutchman's Fireside. *Scribners.* 2.50
- Scott.** — Kenilworth (Raleigh and Queen Elizabeth). *Houghton.* 1.00  
     —— Woodstock (Cromwell and the Puritans). *Houghton.* 1.00
- Seawell.** — Little Jarvis. *Appleton.* 1.00  
     Story of a midshipman on board the "Constellation" in John Adams's administration.
- Midshipman Paulding (War of 1812). *Appleton.* 1.00
- Stoddard.** — The Battle of New York. *Appleton.* 1.50  
     A story of the draft riot in New York and the battle of Gettysburg.
- Little Smoke. *Appleton.* 1.50  
     A story of the Sioux Indians.
- Stowe.** — The Mayflower (The Pilgrims). *Houghton.* 1.50  
     —— The Minister's Wooing. *Houghton.* 1.50  
     The slave trade and life in Newport in the early part of this century.
- Thompson.** — The Green Mountain Boys. *Lee & S.* 1.00  
     A story of the Revolution.
- The Rangers; or, the Tory's Daughter. *Lee & S.* 1.00  
     Burgoyne's invasion and the daring deeds of Ethan Allen and John Stark.
- Thackeray.** — The Virginians. 2 vols. *Lippincott.* 2.50  
     Colonial life in Virginia and Braddock's defeat.
- Tourgée.** — A Fool's Errand. *Fords.* 1.50  
     Reconstruction days in the South.
- Wallace.** — A Fair God (Cortez and Montezuma). *Houghton.* 1.50
- Watson.** — The Old Harbor Town. Paper. *Dillingham, N. Y.* .50  
     A story of New London in the Revolution.
- Woolson.** — Rodman the Keeper. *Harper.* 1.00  
     Southern Sketches.





# OUR UNION

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## POPULAR NAMES

		Ratified the Constitution.
1. DELAWARE, <i>Blue Hen State</i>	. . .	Dec. 7, 1787.
2. PENNSYLVANIA, <i>Keystone State</i>	. . .	Dec. 12, 1787.
3. NEW JERSEY, <i>Garden State</i>	. . .	Dec. 18, 1787.
4. GEORGIA, <i>Empire State of the South</i>	. . .	Jan. 2, 1788.
5. CONNECTICUT, { <i>Wooden Nutmeg State</i> { <i>Land of Steady Habits</i>	. . .	Jan. 9, 1788.
6. MASSACHUSETTS, <i>Bay State</i>	. . .	Feb. 6, 1788.
7. MARYLAND, <i>Old Line State</i>	. . .	Apr. 28, 1788.
8. SOUTH CAROLINA, <i>Palmetto State</i>	. . .	May 23, 1788.
9. NEW HAMPSHIRE, { <i>Granite State,</i> { <i>Switzerland of America,</i>	. . .	June 21, 1788.
10. VIRGINIA, { <i>Old Dominion,</i> { <i>Mother of Presidents,</i>	. . .	June 25, 1788.
11. NEW YORK, <i>Empire State</i>	. . .	July 26, 1788.
12. NORTH CAROLINA, { <i>Old North State,</i> { <i>Turpentine State,</i>	. . .	Nov. 21, 1789.
13. RHODE ISLAND, <i>Little Rhody</i>	. . .	May 29, 1790.
		Admitted to the Union.
14. VERMONT, <i>Green Mountain State</i>	. . .	Mar. 4, 1791.
15. KENTUCKY, <i>Blue Grass State</i>	. . .	June 1, 1792.
16. TENNESSEE, <i>Volunteer State</i>	. . .	June 1, 1796.

	Admitted to the Union.
17. OHIO, <i>Buckeye State</i> . . . . .	Nov. 29, 1802.
18. LOUISIANA, <i>Pelican State</i> . . . . .	Apr. 30, 1812.
19. INDIANA, <i>Hoosier State</i> . . . . .	Dec. 11, 1816.
20. MISSISSIPPI, <i>Bayou State</i> . . . . .	Dec. 10, 1817.
21. ILLINOIS, <i>Prairie State</i> . . . . .	Dec. 3, 1818.
22. ALABAMA . . . . .	Dec. 14, 1819.
23. MAINE, <i>Pine-Tree State</i> . . . . .	Mar. 15, 1820.
24. MISSOURI, <i>Iron State</i> . . . . .	Aug. 10, 1821.
25. ARKANSAS, <i>Bear State</i> . . . . .	June 15, 1836.
26. MICHIGAN, <i>Lake State</i> . . . . .	Jan. 26, 1837.
27. FLORIDA, <i>Peninsular State</i> . . . . .	Mar. 3, 1845.
28. TEXAS, <i>Lone Star State</i> . . . . .	Dec. 29, 1845.
29. IOWA, <i>Hawkeye State</i> . . . . .	Dec. 28, 1846.
30. WISCONSIN, <i>Badger State</i> . . . . .	May 29, 1848.
31. CALIFORNIA, <i>Golden State</i> . . . . .	Sept. 9, 1850.
32. MINNESOTA, <i>Gopher State</i> . . . . .	May 11, 1858.
33. OREGON, <i>Beaver State</i> . . . . .	Feb. 14, 1859.
34. KANSAS, <i>Garden State of the West</i> . . . . .	Jan. 29, 1861.
35. WEST VIRGINIA, <i>New Dominion</i> . . . . .	June 19, 1863.
36. NEVADA, <i>Silver State</i> . . . . .	Oct. 13, 1864.
37. NEBRASKA, <i>Black Water State</i> . . . . .	Mar. 1, 1867.
38. COLORADO, <i>Centennial State</i> . . . . .	Aug. 1, 1876.
39. NORTH DAKOTA . . . . .	Nov. 3, 1889.
40. SOUTH DAKOTA, <i>Artesian State</i> . . . . .	Nov. 3, 1889.
41. MONTANA . . . . .	Nov. 8, 1889.
42. WASHINGTON, <i>Evergreen State</i> . . . . .	Nov. 11, 1889.
43. IDAHO, <i>Gem of the Mountains</i> . . . . .	July 3, 1890.
44. WYOMING, <i>Equality State</i> . . . . .	July 7, 1890.

## FAMOUS SAYINGS OF EMINENT MEN.

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FAREWELL, dear England! farewell, the church of God in England, and all the Christian friends there! We go to practise the positive part of church reformation, and propagate the gospel in America. —

*Francis Higginson.*

Then join hand in hand, brave Americans all, —

By uniting we stand, by dividing we fall!

— *John Dickinson.*

— *Arthur Lee.*

Both regiments or none! — *Samuel Adams to Gov. Hutchinson.*

I am not a Virginian, but an American. — *Patrick Henry.*

We must all hang together, or assuredly we shall all hang separately. — *Benjamin Franklin.*

We must consult Brother Jonathan. — *George Washington.*

To be prepared for war is one of the most effectual means of preserving peace. — *George Washington.*

Government is a trust, and the officers of the government are trustees; and both the trust and the trustees are created for the benefit of the people. — *Henry Clay.*

I have heard something said about allegiance to the South. I know no South, no North, no East, no West, to which I owe any allegiance. — *Henry Clay.*

I never use the word "Nation" in speaking of the United States; I always use the word "Union" or "Confederacy." We are not a nation, but a *Union*, a confederacy of equal and sovereign States.

England is a nation, Austria is a nation, Russia is a nation, but the United States are not a nation. — *J. C. Calhoun.*

Be sure you are right, then go ahead. — *David Crockett.*

Let our object be, our country, our whole country, and nothing but our country. — *Daniel Webster.*

If we fail, let us fail like men, lash ourselves to our gallant tarn, and expire together in one common struggle, fighting for Free Trade and Seamen's Rights. — *Henry Clay.*

I am a man and you are another. — *Black Hawk to President Jackson.*

Fifty-four forty or fight. — *William Allen.*

It would be superfluous in me to point out to your lordship that this is war. — *Charles F. Adams to Earl Russell, Sept 5, 1863.*

A national debt, if it is not excessive, will be to us a national blessing. — *Alexander Hamilton.*

Millions for defence, but not one cent for tribute. — *Pinckney.*

We have met the enemy and they are ours. — *Perry.*

To the victors belong the spoils of the enemy. — *W. L. Marcy.*

The people's government, made for the people, made by the people, and answerable to the people. — *Daniel Webster.*

We join ourselves to no party that does not carry the flag and keep step to the music of the Union. — *Rufus Choate.*

I will be as harsh as truth, and as uncompromising as justice. — *Wm. Lloyd Garrison.*

Cotton is King; or, Slavery in the Light of Political Economy. — *David Christy.*

No other terms than unconditional and immediate surrender can be accepted. I propose to move immediately upon your works. — *U. S. Grant.*

I propose to fight it out on this line if it takes all summer. — *U. S. Grant.*

Let us have peace. — *U. S. Grant.*

If any one attempts to haul down the American flag, shoot him on the spot. — *John Adams Dix*.

I retain these negroes as contraband of war, and have set them to work inside the fortress. — *B. F. Butler*.

All we ask is to be let alone. — *Jefferson Davis*.

Say to the seceded States, Wayward Sisters, depart in peace. — *Winfield Scott*.

As long as I count the votes, what are you going to do about it? Say! — *W. M. Tweed*.

The president . . . should strive to be always mindful of the fact that he serves his party best who serves the country best. — *R. B. Hayes*.

Fourscore and seven years ago, our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that the nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow, this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion, — that we here highly resolve that these dead shall not have died in vain, — that this nation, under God, shall have a new birth of freedom, — and that government of the people, by the people, for the people, shall not perish from the earth. — *Abraham Lincoln, November 19, 1863*.



## NOTED PATRIOTIC POEMS

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[Selected from "Bugle-Echoes," a collection of poems of the Civil War, Northern and Southern. Edited by Francis F. Browne. Published by White, Stokes, & Allen.]

Our Country's Call, *William Cullen Bryant*.

Battle Hymn of the Republic, *Julia Ward Howe*.

Voyage of the Good Ship Union (1862), *Oliver Wendell Holmes*.

Killed at the Ford, *H. W. Longfellow*.

Barbara Frietchie, *J. G. Whittier*.

How are you, Sanitary? *Bret Harte*.

The Alabama, *Maurice Bell*.

O Captain! My Captain! (On Death of Abraham Lincoln.) *Walt Whitman*.

Gone Forward. (On Death of Robert E. Lee, Oct. 12, 1870.) *Margaret J. Preston*.

The Tournament, *Sidney Lanier*.

The Blue and the Gray. (Founded upon an incident that occurred at Columbus, Miss., on Decoration Day, 1867, when flowers were strewn upon the graves of Confederate and Federal soldiers alike.)

*Francis Miles Finch*.

Heroes of the South, *Paul Hamilton Hayne*.

Ode for Decoration Day, *Theodore P. Cook*.

[Selected from "A Library of American Literature. Edited by Edmund Clarence Stedman and Ellen Mackay Hutchinson. Published by Charles L. Webster & Co. 11 vols. Per vol., \$3.00.]

Abraham Lincoln.	8 : 229.	<i>R. H. Stoddard.</i>
Adams and Liberty,	4 : 341.	<i>R. T. Paine, Jr.</i>
America to Great Britain.	4 : 432.	<i>Washington Allston.</i>
André's Request to Washington.	6 : 269.	<i>N. P. Willis.</i>
Bunker Hill.	8 : 48.	<i>B. F. Taylor.</i>
Bunker's Hill.	3 : 389.	<i>H. H. Brackenridge.</i>
Columbia. (National Song.)	3 : 480.	<i>T. Dwight.</i>
Columbus.	5 : 248.	<i>Lydia Sigourney.</i>
Concord Hymn.	6 : 158.	<i>R. W. Emerson</i>
The Congress. (Tory Song.)	3 : 357.	<i>Anon.</i>
The Death of Wolfe.	2 : 477.	<i>Anon.</i>
Dixie.	8 : 365.	<i>Albert Pike.</i>
Dixie	11 : 312.	<i>Ernest McGaffey.</i>
Independence Day.	4 : 98.	<i>Tyler.</i>
Keenan's Charge. (Chancellorsville.)	11 : 35.	<i>G. P. Lathrop.</i>
Marching through Georgia.	8 : 600.	<i>Henry C. Work.</i>
The Mayflower.	8 : 72.	<i>E. W. Ellsworth.</i>
The Ballad of Nathan Hale.	3 : 347.	<i>Anon.</i>
On General Ethan Allen.	3 : 413.	<i>Lemuel Hopkins.</i>
We are Coming, Father Abra'am.		
(Song.)	8 : 362.	<i>J. S. Gibbons.</i>
When this Cruel War is Over. (Song.)	8 : 369.	<i>C. C. Sawyer.</i>
When Johnny Comes Marching Home.		
(Song.)	8 : 370.	<i>P. S. Gilmore.</i>

[Selected from "Poetry of the Civil War," a collection made by Richard Grant White. Published by the American News Company, New York.]

Brother Jonathan's Lament for Sister Caroline. (Written upon the announcement of the Ordinance of Secession.) *O. W. Holmes.*



The Present Crisis, *James Russell Lowell*.

Jonathan to John. (Trent Affair.) *James Russell Lowell*.

The Cumberland. (Sunk by Merrimack in Hampton Roads.) *H. W. Longfellow*.

Boston Hymn. (Read at the Emancipation Meeting, Boston, Jan. 1, 1863.) *R. W. Emerson*.

The Cavalry Charge, *Edmund C. Stedman*.

When Johnny Comes Marching Home, *Anon.*

When this Cruel War is Over, *Anon.*

Driving Home the Cows, *Kate Putnam Osgood*.

Sheridan's Ride, *T. Buchanan Read*.

Abraham Lincoln, *Edmund C. Stedman*.

Maryland! My Maryland! *James R. Randall*.

Beyond the Potomac. ("Stonewall" Jackson's last raid into Maryland.) *Paul H. Hayne*.

The Confederate Flag. (At close of war.) *Anon.*

[Selected from "Songs of History," Hezekiah Butterworth. Published by New England Publishing Co., Boston, \$1.00. This contains, also, many other historical poems appropriate for anniversary and memorial days.]

The Thanksgiving for America, *Hezekiah Butterworth*.

Whitman's Ride for Oregon, *Hezekiah Butterworth*.

Roger Williams, *Hezekiah Butterworth*.

Decoration Day, *Hezekiah Butterworth*.

[Selected from "Ballads of Battle and Bravery." Edited by W. Gordon McCabe. Published by Harper & Bros. Paper, \$ 0.25. No. 100 of the Half-hour Series.]

The Old Continentals, *Guy Humphrey McMaster*.

The Battle of New Orleans, *Thomas Dunn English*.

Civil War, *Charles Dawson Shanly*.

The Color-Bearer, *Margaret J. Preston*.

[Selected from "Songs of the Soldiers." Edited by Frank Moore.

Published by Geo. P. Putnam's Sons. \$1.00.]

The Stars and Stripes, *James T. Fields*.

Soldier's Song, *Alice Carey*.

The Battle-Cry of Freedom, *Anon.*

Just before the Battle, Mother, *Anon.*

[Selected from "Lyrics of Loyalty." Edited by Frank Moore. Pub-

lished by Geo. P. Putnam's Sons. \$1.00.]

Flag of the Constellation, *T. Buchanan Read*.

Boston Hymn, *R. W. Emerson*.

Voyage of the Good Ship Union, *O. W. Holmes*.

Voice of the Northern Women, *Phæbe Cary*.

Pro Patria, *T. B. Aldrich*.

Roll Call, *N. G. Shepherd*.

Abraham Lincoln, *W. D. Gallagher*.

The Proclamation, *John G. Whittier*.

An Appeal, *O. W. Holmes*.

[Selected from "Rebel Rhymes and Rhapsodies." Edited by Frank

Moore. Published by Geo. P. Putnam's Sons, \$1.00.]

A Poem for the Times, *John R. Thompson*.

The Right above the Wrong, *John W. Overall*.

The South in Arms, *Rev. J. H. Martin*.

To the Tories of Virginia, *Anon.*

Maryland, *James R. Randall*.

The Battle-Field of Manassas, *M. F. Bigney*.

The Stars and Bars, *Anon.*

Song of the Privateer, *Alex H. Cummins*.

[Selected poems from different books.]

New England, *J. G. Percival*.

Lexington (1875), *J. G. Whittier*.

Union and Liberty, *O. W. Holmes*.

The Skeleton in Armor, *H. W. Longfellow.*

Burial of the Minnisink. (The dead Indian chief and his war-horse.)

*H. W. Longfellow.*

The Arsenal at Springfield, *H. W. Longfellow.*

Evangeline, *H. W. Longfellow.*

Hiawatha, *H. W. Longfellow.*

Miles Standish, *H. W. Longfellow.*

Decoration Day, *H. W. Longfellow.*

Charles Sumner, *H. W. Longfellow.*

The Poet's Tale, in Tales of a Wayside Inn, Lady Wentworth,  
*H. W. Longfellow.*

The New England Tragedies, "John Endicott" and "Giles Corey  
of the Salem Farms," *H. W. Longfellow.*

The Song of the Ancient People, *Edna Dean Proctor.*

Caldwell at Springfield, *Bret Harte.*

In the Old South Church, *J. G. Whittier.*

Concord Fight, *R. W. Emerson.*

An interview with Miles Standish, *J. R. Lowell.*

An Incident of Gettysburg, *Frances de Haes Janvier.*

Kentucky Bell. (Morgan's Raid in Kentucky during Civil War.)  
*Constance Fenimore Woolson.*



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	Yonge's History of England. <i>Estes.</i>	1.50

### BOOKS TO BUY FIRST.

IN making out the following list, we have kept in mind those books written especially for young people. Our readers need not be surprised, then, to find no mention of standard histories. Our aim is to point out to the teacher books that are especially suitable for use in the elementary stages — books that a large percentage of children from ten to thirteen years old will keenly enjoy reading. Most of these books can be bought for a small sum. We suggest that teachers encourage children to begin at an early age forming libraries of their own. Many of them will like the suggestion and will heartily respond. In some places where the authorities are not liberal enough to get

such books for the school, it will be an excellent plan to ask the children to contribute to a small library fund. By doing this, a teacher of tact and enthusiasm will soon find the school library growing, and best of all, the children's interest in history and good literature increasing day by day.

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- Higginson's Young Folks' History of the United States.
- Monroe's Story of Our Country.
- Young Folks' Series, 8 parts, American Explorers.
- Pratt's American History Stories.
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- Eggleston's History of the United States.
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- Abernethy's Franklin's Autobiography.
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- Barnes's One Hundred Years of American Independence.
- Scudder's George Washington.
- Fiske's War of Independence.
- Ellis's Youth's History of the United States.
- Higginson's Young Folks' Book of American Explorers.
- Hawthorne's Grandfather's Chair.
- Cooke's Stories of the Old Dominion.
- Longfellow's Evangeline.



## KEY TO PUBLISHERS' NAMES.

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[THIS is a full list of all publishers whose books are named in our lists of reference books and historical stories.]

**American:** American Book Co., *New York.*

**Allyn:** Allyn & Bacon, *Boston.*

**Appleton:** Appleton, D. & Co., *New York.*

**Barnes:** Barnes, A. S. & Co., *New York.*

**T. Belknap:** Belknap, Thomas, *Hartford, Conn.*

**Belknap & W.:** Belknap & Warfield, *Hartford, Conn.*

**Case:** Case, O. D. & Co., *Hartford, Conn.*

**Cassell:** Cassell Publishing Co., *New York.*

**Callaghan:** Callaghan & Co., *Chicago.*

**Clarke:** Clarke, W. B. & Co., *Boston.*

**Chatto:** Chatto & Windus, *London.*

**Century:** Century Co., *New York.*

**Coolidge:** Coolidge, G. F. & Brother, *New York.*

**Crowell:** Crowell, Thomas Y. & Co., *New York.*

**Cushings:** Cushings & Bailey, *Baltimore, Md.*

**Dillingham:** Dillingham, G. W., *New York.*

**Dodd:** Dodd, Mead, & Co., *New York.*

**Dorr, H.:** Dorr, Howland, & Co., *Worcester, Mass.*

**Ed. Pub.:** Educational Publishing Co., *Boston.*

**Estes:** Estes & Lauriat, *Boston.*

- Fords:** Fords, Howard, & Hulbert, *New York*.  
**Ginn:** Ginn & Co., *Boston*.  
**Harper:** Harper & Brothers, *New York*.  
**Heath:** Heath, D. C. & Co., *Boston*.  
**Hodges:** Hodges, N. D. C., *New York*.  
**Holt:** Holt, Henry, & Co., *New York*.  
**Houghton:** Houghton, Mifflin, & Co., *Boston*.  
**Hunt:** Hunt & Eaton, *New York*.  
**Hurd:** Hurd & Houghton, now Houghton, Mifflin, & Co., *Boston*.  
**Interstate:** Interstate Publishing Co., *Boston*.  
**Johns Hopkins Press:** Johns Hopkins Press, *Baltimore, Md.*  
**Judd:** Judd, Orange, Co., *New York*.  
**Leach:** Leach, Shewell, & Sanborn, *Boston*.  
**Lee & S.:** Lee & Shepard, *Boston*.  
**Lippincott:** Lippincott, J. B. L., Co., *Philadelphia*.  
**Little:** Little, Brown, & Co., *Boston*.  
**Longmans:** Longmans, Green, & Co., *New York*.  
**Lothrop:** Lothrop, D., Co., *Boston*.  
**Lovell:** Lovell, A. & Co., *New York*.  
**Macmillan:** Macmillan & Co., *New York*.  
**Maynard:** Maynard, Effingham, & Co., *New York*.  
**McClurg:** McClurg, A. C. & Co., *Chicago*.  
**Merrill:** Merrill, C. E. & Co., *New York*.  
**Phillips:** Phillips, Sampson, & Co., *Boston*.  
**Porter:** Porter & Coates, *Philadelphia*.  
**Putnam:** Putnam's (G. P.) Sons, *New York*.  
**Roberts:** Roberts Bros., *Boston*.  
**Routledge:** Routledge, Geo. & Sons, *New York*.  
**Scranton:** Scranton, S. S. & Co., *Hartford, Conn.*  
**Scribner:** Scribner's (Chas.) Sons, *New York*.  
**Silver:** Silver, Burdett, & Co., *Boston*.  
**Stokes:** Stokes, F. A., Co., *New York*.  
**Sun:** Sun Publishing Co., *St. Louis, Mo.*



**Sheldon:** Sheldon & Co., *New York*.

**Thompson:** Thompson, Brown, & Co., *Boston*.

**Ware:** Ware, William, & Co., *Boston*.

**Webster:** Webster, Chas. L. & Co., *New York*.

**Worthington:** Worthington, A. D. & Co., *Hartford, Conn.*



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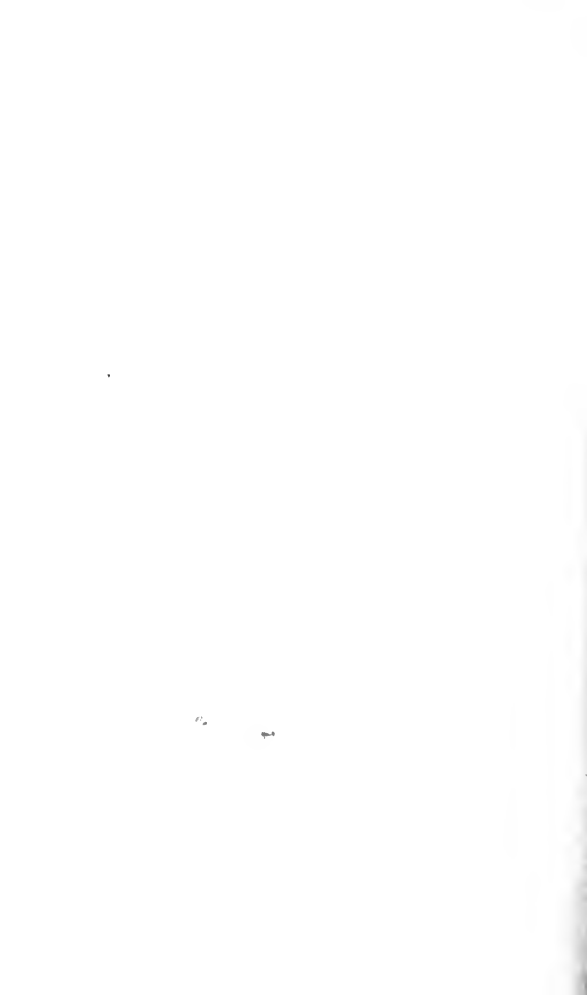
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